

**Dr.Kenny Education**



**ANDERSON SERANGOON  
JUNIOR COLLEGE**

**JC 2 Preliminary Examination 2019**

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**GENERAL PAPER**

**8807/02**

**PAPER 2**

**26 August 2019**

**INSERT**

**1 hour 30 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains the passage for Paper 2.

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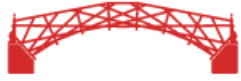


Rasheeda Ackbar considers the benefits and problems with clothing.

- 1 There is no direct evidence to suggest when exactly our early human – ‘hominin’ – ancestors stopped wandering around naked and started draping their bodies with animal furs and skins. Clothes do not fossilise, so anthropologists studied the evolution of lice, revealing that we started wearing clothes about 170,000 years ago. Our direct ancestors did not have much body hair, so to shield themselves from the scorching summers and the freezing winters, they donned rudimentary clothing. Thus began history’s endless ‘catwalk’. At first, people’s clothing choices were limited to the resources that were readily available. An abundance of animals offered hide and thick forests offered leaves. More advanced civilisations pioneered the use of linen, cotton and other forms of woven fabric. As trade routes grew, people were able to expand the materials they used, and with it, a change in what clothing came to represent, how it looked like and how it affected our lives. 5
- 2 Before the Industrial Revolution, the lower classes made fabric out of homespun fibers. They had neither time nor money to waste – clothes were seen as merely a necessity – often cobbling makeshift garments from scraps and hand-me-downs. In contrast, the upper classes had access to luxurious imported fabric, intricate adornments and the labour of skilled artisans. Fashions became ostentatious, with hoops, wires and stays for the women and matching three-piece suits for the men. As clothing soon turned into fashion, it came to represent wealth, status, gender identity, and much more. 15
- 3 In fact, clothing has often reflected the major changes that society undergoes. When non-western societies came under the rule of a colonial master, they were forced to accept, among other things, the western style of clothing. For instance, the British colonial administration in India forbade women from wearing their traditional clothing and demanded that they wear jackets like the English would. By the time of Indian independence in 1947, the “too-sexy” sari had given way to long-sleeved blouses and petticoats, which were seen as an indication of a civilised society. Indian women in such clothes represented a visible recognition of British colonial authority. Conversely, items of clothing were also resisted as tools of subjugation. With the rise of women’s movements, the strict code of femininity that had always been imposed was rejected. Clothing became the feminists’ tool, as they refused to be subject to the restrictive corset and the voluminous folds of fabric that hindered the slightest movement any longer, signifying their defiance of patriarchal standards that had dictated their appearance for far too long. 20
- 4 In fact, no other garment has reflected the changes in what clothing represents as much as the humble blue jean. First designed as workwear for labourers on American farms and mines in the late 19th Century, jeans soon became a staple fashion item in almost every wardrobe. In the post-WWII era, it was a symbol of rebellion, aligned with the cowboys of old, and in the 1960s hippie era, apart from representing freedom from more structured clothing, protesting college students began wearing them as a token of solidarity with the working class who were most affected by racial discrimination and the Vietnam War draft. What’s more, they were also an equalising force as they were mass produced and made accessible to almost everyone. Today, jeans come in all shapes and sizes – skinny, baggy, bell-bottom, high-waisted... there’s something for everyone, and its history tells a clear story of how clothing can be a powerful symbol for individuals. 25
- 5 Indeed it is undeniable that clothing continues to be used in positive ways by individuals and societies. Clothier Rae Tintera knows this more than most. His job now sees him working with the LGBTQ community to create suits for his transgender clients that help them mirror on the outside who they are on the inside. These visual clues not only provide a confidence boost for the wearer, but also help others be more sensitive to their preferred identity. Even when groups 30



- of people dress the same way, there are still benefits. In institutions – schools, corporations, the military – uniforms take away class segregation and the possible discrimination that wearing our own clothes might bring. Corporations too have recognised the benefits of dressing alike, such that airlines have even collaborated with famous designers to create a uniform in order to enhance their professional image and to reflect the values of the company. In general, what a person wears can be a positive way to project one's national identity to the international community. Participants representing their countries at international events use it to demonstrate patriotism, as in the Miss Universe Pageant. Contestants' outfits are regularly seen as a way to display what is most valuable about their respective cultures. Today, much of traditional clothing has been modernised for everyday use and is a way of keeping culture alive. 50
- 6 Other people have made use of clothing to call attention to social issues, such as gender, politics, the environment, and so on. Take for instance the political fashion statements on the red carpet, as in the case of celebrities wearing black to protest against sexual harassment and misconduct. The powerful visual effect was a unifying force that galvanised support for the movement in Hollywood and beyond. Others have taken part in the Green Carpet movement by wearing and designing eco-friendly fashion and showing their support for the use of more sustainable materials. This increased social awareness has clearly taken effect – the demand for eco-friendly fashion is trending. More clothing companies are no longer just setting up a few racks of eco clothing in the corner of a store but considering how to make their entire range more sustainable. 65
- 7 However, clothing is also fraught with many issues. While clothing is a powerful way to assert your identity and express your beliefs, it can become a point of conflict when outsiders don traditional clothing in a disrespectful manner. For example, the sale of native American headdresses has been banned at music festivals because it is seen as offensive and a form of cultural appropriation. In addition, those who are unaware of the origins of their clothing (Is it made of organic cotton? Was child labour employed? Did any communities benefit from its making?) have been subject to criticism. Moreover, because clothing is so highly symbolic today, telling others what they can or cannot wear is seen as an infringement on personal rights. But this ignores necessary standards of propriety, modesty, and even practicality in a given context or society. In this way, what you wear (or don't wear) often invites unwanted commentary, and can become a divisive force. In other instances, dressing in a way that is not acceptable to the majority can subject the wearer to abuse, as in the case of transgender women, or the attacks on Jews wearing the kippah or other overtly Jewish signs in an atmosphere of increasingly brazen anti-Semitism. 80
- 8 All of these simply reinforce the idea that clothing is not as neutral as it may seem. As the debate heats up, it can only get more complicated and more problematic, masking a hidden hypocrisy that exists among us all. Fashion companies that lack plus-size lines are routinely criticised for their lack of inclusivity, with empty threats from consumers to boycott brands that do not heed their protests. Millennials who have jumped on the environmental bandwagon have also made a big deal of choosing sustainable materials, yet are still as susceptible to fast fashion as their predecessors, buying cheap clothing and quickly throwing them away after a few wears to make room for more. 85
- 9 Ultimately, the usual refrain that "I don't know what to wear" has never been more true today, but not in the way that you would expect. Today, when it comes to clothing choices, you're damned if you do, and damned if you don't. When every decision you make invites inevitable criticism, you would not be alone in wishing for a return to the simple days of the hominin where our relationship with clothing was straightforward – protection from the elements, with little to no symbolic meaning. 95



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Candidate's Name:	Class: <b>19/</b>	GP Tutor's Name:
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**ANDERSON SERANGOON JUNIOR COLLEGE**  
**JC2 Preliminary Examination 2019**

**GENERAL PAPER**  
**8807/02**  
**Paper 2**

**26 August 2019**  
**1 hour 30 minutes**

Candidates answer on the Question Paper.  
Additional Materials: Insert

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**READ THESE INSTRUCTIONS FIRST**

Write your name, class and GP tutor's name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use paper clips, highlighters, glue or correction tape/fluid.

Answer **all** questions.  
The Insert contains the passage for comprehension.  
Note that **15** marks out of **50** will be awarded for your use of language.

The number of marks is given in brackets [ ] at the end of each question or part question.

<b>For Examiner's Use</b>	
<b>Content</b>	<b>/35</b>
<b>Language</b>	<b>/15</b>
<b>Total</b>	<b>/50</b>

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Read the passage in the insert and then answer **all** the questions. Note that up to fifteen marks will be given for the quality and accuracy of your use of English throughout this Paper.

NOTE: When a question asks for an answer **IN YOUR OWN WORDS AS FAR AS POSSIBLE** and you select the appropriate material from the passage for your answer, you must still use your own words to express it. Little credit can be given to answers which only copy words or phrases from the passage.

- 1 According to paragraph 1, why is there 'no direct evidence' to suggest when exactly our early ancestors first started wearing clothing? **Use your own words as far as possible.**

.....  
 .....[1]

- 2 In paragraph 2, how did the clothing worn by the poor differ from those worn by the rich? **Use your own words as far as possible.**

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....[3]

- 3 In paragraph 3, the author says that 'clothes reflected the major changes that society undergoes'.

- a. Identify the **two** major changes the author raises.

.....  
 .....[1]

- b. How did clothes reflect these changes? **Use your own words as far as possible.**

.....  
 .....  
 .....  
 .....[2]



4 What is the author implying about the British colonial authority by writing "too sexy" (line 23) in inverted commas?

.....  
.....[1]

5 What does the author mean by 'resisted as tools of subjugation' (line 26)?

.....  
.....  
.....  
.....[2]

6 Explain what the author means by 'token of solidarity' (line 37)?

.....  
.....  
.....  
.....[2]

7 Explain the author's use of the three dots (...) in line 40.

.....  
.....[1]

8 What does the author want us to understand by the series of questions in brackets in paragraph 7?

.....  
.....[1]

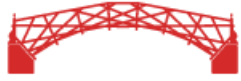
9 What examples does the author use to support her statement regarding fashion "masking a hidden hypocrisy" (lines 83-84)? **Use your own words as far as possible.**

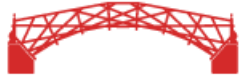
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## Essay Outlines for Teaching

### General Comments on P1 (not question-specific) by Mr Lionel Loh

- Some students did better than most by virtue of the question selection (i.e. the question was less demanding in terms of the question requirements and it was easier to pass in terms of content).
- The poor performance can then be attributed to either poor question selection or poor question analysis where the key words/phrases of the question were not **explicitly** and **consistently** addressed in the response.
- This was a tad disappointing given how because these phrases were not adequately addressed, the response becomes either **NAQ** or overly **descriptive**.
- The better responses were able to give a wide range of examples, across different domains and contexts, to clearly support their **lines of reasoning**.
- In each paragraph, these candidates were discerning in their choice of examples and gave the relevant supporting details.
- Conversely, the weaker responses were those that often contained examples only from one society, despite this not being a question requirement.
- Weaker paragraphs were often largely descriptive and example-driven with the line of reasoning vaguely hinted at, rather than explicitly articulated.
- The examples used in these responses were often vague with the relevant and essential details missing.
- These candidates often attempted to convince the readers of the veracity of their examples by using phrases like "a study/report showed that..." without providing any details as to **who, where and when** was this study/report done.
- Varying levels of competency were demonstrated in the crafting of the introduction paragraphs.
- The better responses were those that were able to address the question requirements and issues in the question directly. The **stand was extremely clear** and the introduction paragraph provided a **clear road map/ outline of arguments** that charted out how the stand will be supported by the subsequent paragraphs.
- Comparatively, the weaker responses were those where a passing and tangential reference was made to the issue involved and erroneously focused on the topic in the question. Often, there were abrupt leaps in logic before the stand was presented.

### Question-Specific Comments

#### Question 1

To what extent do international agreements ensure a peaceful world?

#### Analysis of Keywords

**International agreements** – trade, Brexit, US-China, bilateral deals amongst nations, environment treaties  
**Peaceful world** – does not have to pertain only to military or violent conflict (i.e. there are other forms of non-peace); a broad understanding of lack of peace/conflict is accepted but just not trivial ones limited to the experience of just one person. It could include tensions between countries, trade wars, or cultural clashes, etc.  
**Ensure** – working effectively to lead towards a peaceful world; evaluation of effectiveness of solutions (in international agreements) is needed; when international agreements break down, peace is not ensured anymore; how international agreements are structured to provide a host of mutual advantages/benefits such that if these countries get into conflict, benefits would be jeopardised, thereby keeping the world peaceful.

#### Question Requirements

1. Sufficient detail about international agreements needed to **explain how they may or may not lead to peace** with reasons for why – limitations of agreements, examining of root causes of conflicts needed
2. Students could also examine how international agreements could lead to a lack of peace in the world.



<p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>• Students may talk about situations of strife without linking it to international agreements.</li> <li>• Students may merely describe international agreements and not link to how it “ensures a peaceful world”.</li> <li>• Students may talk about international agreements without clear, concrete references of international agreements provided.</li> </ul>	
<p><b>Possible stand 1:</b> International agreements ensure a peaceful world to a large extent.</p>	<p><b>Possible stand 2:</b> International agreements ensure a peaceful world to a limited extent.</p>
<p><b>TS1:</b> By fostering cooperation and interdependence between countries, international agreements make inter-state war less viable and attractive, and hence play a very significant role in ensuring international peace.</p> <p>e.g. The roughly 420 trade agreements already in place in the world today facilitate ease of trade between countries, fostering economic ties and providing opportunities for mutual economic benefit. And because of the increase of bilateral trade flows, the probability of war decreases because (i) resource acquisition—one of the common objectives of war—is now achieved more efficiently through trade; (ii) going to war would mean foregoing the existing trade between the involved countries, which would constitute an immense economic cost; and (iii) trade breeds interdependence and reduces resource self-sufficiency, which means that countries heavily engaging in international trade have a reduced ability to conduct long wars.</p> <p>e.g. The Paris Agreement was historic because, for the first time, it brought all nations to fight for a common cause—to “keep a global temperature rise this century well below 2 degrees Celsius and to drive efforts to limit the temperature increase even further to 1.5 degrees Celsius above pre-industrial levels”. Arguably, by promoting the narrative that the international system is a community of nations united against a common crisis, such an agreement fosters an ethos of compromise and cooperation between countries</p> <p>Sources:  <a href="https://voxeu.org/article/free-trade-agreements-do-they-help-keep-peace">https://voxeu.org/article/free-trade-agreements-do-they-help-keep-peace</a>  <a href="https://unfccc.int/news/finale-cop21">https://unfccc.int/news/finale-cop21</a></p> <p><b>TS2:</b> Additionally, international agreements have been wielded as a highly effective tool for dispute resolution, in many cases preventing wars from happening.</p>	<p><b>TS1:</b> As opposed to fostering cooperation and integration, international agreements may in fact generate strife.</p> <p>e.g. The U.S. withdrew from the Paris Agreement, and one of Trump’s main reasons was the unfair restrictions placed on the U.S. which, to him, advantaged countries like China and India, on whom restrictions are much more relaxed. Thus, though it may seem on the surface as if international agreements contribute to peace by fostering cooperation and compromise between nations, they may in fact breed further enmity by providing a stage for clashes of national interests to occur.</p> <p>Source: <a href="https://climateanalytics.org/briefings/fact-check-trumps-paris-agreement-withdrawal-announcement/">https://climateanalytics.org/briefings/fact-check-trumps-paris-agreement-withdrawal-announcement/</a></p> <p><b>TS2:</b> In certain situations, poorly conceived international agreements that aimed to ensure world peace have in fact backfired spectacularly, contributing instead to reduced prospects for peace.</p> <p>e.g. [Note: The following example represents a very particular viewpoint in which Iran is a bad actor and the JCPOA is a seriously defective agreement. It goes without saying that there are competing viewpoints which one should explore.] The Iran nuclear deal (the Joint Comprehensive Plan for Action) aims to block Iran from attaining nuclear weapons by imposing restrictions (e.g. limits to uranium stockpile, limits to level of uranium enrichment, nuclear facility spot checks, etc.) and incentivising compliance by lifting existing sanctions (that had been placed on Iran by the international community). However, some have fairly criticised this deal for its poor implementation (e.g. the spot checks are not prompt enough, giving Iran a generous 24-day period before they need to grant access to IAEA to inspect any suspicious nuclear activity in any site)* and its limited effectiveness (merely delaying Iran’s nuclear ambitions without really stopping it). Seen in this light, the Iran nuclear deal fails in its ultimate goal to ensure peace by keeping Iran’s hands off nuclear weapons. In</p>



<p>e.g. "Supporting the idea that the world has become increasingly peaceful since World War I is the shift away from large-scale violent deaths and heavy militarisation, towards democracy. Battle deaths in the last 25 years make up only 3% of battle deaths in the last 100 years, or 7% excluding World War II deaths. The number of alliance agreements in place in 2012 was 77 times the amount of alliances in 1918. This suggests an increase in the use of diplomacy as a dispute resolution tool" <i>Quoted from <a href="http://visionofhumanity.org/peace/world-become-peaceful-since-wwi/">http://visionofhumanity.org/peace/world-become-peaceful-since-wwi/</a></i></p>	<p>fact, it could also be seen as counterproductive, as sanctions relief on Iran further takes pressure off the current regime and empowers them. And this regime is a threat to world peace not just due to its nuclear ambitions, but is also because it is, by most accounts, the world's largest state sponsor of terrorism.</p> <p>*Read this for more information:  <a href="https://tinyurl.com/y2w52fcy">https://tinyurl.com/y2w52fcy</a></p>
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<p><b>Marker comments</b></p> <ul style="list-style-type: none"> <li>• Very few students attempted this question.</li> <li>• There was a limited understanding or knowledge of the international agreements they were referring to.</li> <li>• The value of ensuring peace through international trade and cultural agreements was superficially addressed or not addressed at all.</li> <li>• Very weak scripts talked in general terms about international agreements without making it clear how they pertained to peace.</li> <li>• Better scripts were able to give a range of examples, as well as evaluate the degree to which international agreements ensured peace.</li> </ul>
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<p><b>Question 2</b>          'There is little value in preserving tradition.' How far is this true in your society?</p> <p><b>Analysis of Keywords</b>  <b>Little value</b> - the idea of little worth; who are the stakeholders and who decides the value of tradition? Various domains of value/importance/worth to be explored – law, moral, economy, identity, social cohesion, etc.  <b>Preserving tradition</b> - the perpetuation, continuation of particular beliefs, practices, rituals that may be linked to culture, religion or even the nation; what is the function/purpose/value of tradition today?  <b>How far is this true</b> – extent  <b>In your society</b> – characteristics of local society</p>	
<p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>• Evaluation of the worth of preserving tradition needs to be done.</li> <li>• This worth must in turn be linked to the characteristics of one's society so as to draw out the significance/impact as to why there is value or little value in preserving tradition.</li> <li>• Extent question.</li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>• Mere description of the traditions practised in one's society without an assessment of its worth.</li> <li>• No attempt to articulate the characteristics of one's society and link it to the reasons as to why preserving traditions have value or little value.</li> <li>• Gross misinterpretation/ conceptual misunderstanding of tradition (e.g. Conflation between tradition and places: saying "Mamak shops are tradition")</li> <li>• Because the nature of this question is such that students must still do a lot of evaluative work to show how an example demonstrates value (or the lack of it), a common pitfall is failing to provide this critical bit of evaluation.</li> </ul>	
<p><b>Possible stand 1:</b> There is very little value in preserving tradition in Singapore.</p>	<p><b>Possible stand 2:</b> There is much value in preserving tradition in Singapore.</p>



<p><b>TS1:</b> In today's liberal society, there is little value in preserving traditions that are reflective of archaic beliefs and value systems that oppress or marginalise particular groups of people.</p> <p><b>e.g.</b> Patriarchal beliefs held by some conservative Chinese Singaporeans that the only place for women is in the domestic sphere should be abolished. Not only are educated women marginalised, in a society with a falling total fertility rate, the need for both male and female Singaporeans to be productive and continue to contribute to the economy has never been direr.</p> <p><b>TS2:</b> Attempts to preserve tradition fail to factor in the dynamism of how culture changes over time, and such attempts may result in the perpetuation of outdated practices that has no value in the modern day context.</p> <p><b>e.g.</b> The Taoist Federation in Singapore attempted to modernise their religious rituals and traditions by providing detailed explanations and even used social media platforms such as Facebook to raise awareness of Taoism. This is because there was a steep decline in the number of Singaporeans who subscribe to Taoism in the 2000s, as educated Singaporeans were unable to relate to these practices, which they perceived as superstitious and outdated. As such, there is little worth in preserving traditions which people perceive to be obsolete.</p>	<p><b>TS1:</b> Given the fears of acculturation* due to the processes of globalization, these traditions function as an anchor to preserve our sense of identity and function as a cultural ballast.</p> <p><i>*the process of changing so that you become more like people from a different culture, or of making someone change in this way (Source: dictionary.cambridge.org)</i></p> <p><b>e.g.</b> Aside from the National Day Parade held annually to commemorate the founding of the nation, the lead-up to national day involves the singing of national day songs. The announcement of the national day theme song each year is always done with great aplomb and Singaporeans are often quick to voice their thoughts about these theme songs. Comparisons are often made with older songs like 'Home' and the playing of these older songs is still often well received today as such songs are seen as signature songs that capture one's love for the country. This tradition of singing these national day songs is something that continues to be symbolic of the Singapore identity, holding great value as far as building and retaining a shared sense of belonging to the nation in the face of globalisation and the accompaniment erosion of national identity.</p> <p><b>TS2:</b> The rise in this nostalgic remembrance of the past in today's rapidly modernising Singapore means that the preservation of these traditions will translate into economic opportunities.</p> <p><b>e.g.</b> Naiise is a curated destination for original, well-designed products and daily design inspiration. The profitability and popularity of Naiise, to the extent that there is even an outlet at the iconic Jewel, are due to the sale of merchandise that capitalises on Singaporeans' nostalgia for the past. Items such as an ice-cream sandwich cushion and tutu kueh cushion, which are popular snacks that were once more commonly found in the past, remain popular with Singaporeans. This shows how tradition can be commodified in the form of traditional items that appeal to the consumer through nostalgia.</p>
<p><b>Marker comments</b></p> <ul style="list-style-type: none"> <li>-The cohort rarely attempted this question.</li> <li>-Some candidates did not do well because of a conflation between tradition and heritage. Some students took a rather liberal interpretation of what constitutes traditions and tried with varying degrees of success to justify their choice of 'tradition'.</li> <li>-The better candidates were able to clearly evaluate the worth of tradition and contextualise this worth in relation to what their society holds dear. The concept of value was clearly articulated. These candidates were</li> </ul>	





often the ones who were able to support their reasoning with a range of examples and adapt their examples in a way that showed great awareness of their society's unique characteristics.  
 -The very poor scripts merely described the traditions practised in one's society **without an assessment of its worth**. (e.g. CNY is still practiced in SG.)

<p><b>Question 3</b>          How far should people be held accountable for their behaviour on social media?</p> <p><b>Analysis of Keywords</b>  <b>Should</b> - moral or pragmatic reasons  <b>held accountable</b> - to be blamed/responsible, to be punished by law, society, employers or netizens; informal forms of being held accountable such as being ostracised by society; having to explain their actions/back up their actions  <b>behaviour on social media</b> - words or deeds done on social media such as cyberbullying, trolling, doxing, perpetuating hate, spreading fake news, making racists comments or videos, stealing identities, preying on victims, cheating and so on.  <b>How far</b> – the degree to which people should be held accountable</p> <p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>• The question requires students to unpack the various types of poor online behaviour and provide reasons why netizens should or should not be blamed or punished for their behaviour.</li> <li>• Students must provide arguments (either pragmatic or moral) for holding the netizens accountable or not accountable for what they do online.</li> <li>• A student may bring in other parties but must steer clear of the usual pitfalls (e.g. changing the topic to something else)</li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>• Students are unable to explain the reasons for the degree to which one should be held accountable and simply describe wrong behaviour on social media.</li> <li>• Essays may not show an understanding of what 'held accountable' means. Consequences of (not) holding accountable social media users not addressed.</li> <li>• Student may make an argument like: "We should be careful with what we do online because our employer's reputation will be damaged." ← this is definitely a relevant consideration. But how does it address the matter of the degree to which social media users should be held accountable?</li> <li>• Some students may define 'behaviour on social media' too broadly, including even something as insubstantial as watching videos. This does not qualify as 'behaviour on social media unless student can explain how watching videos on Youtube constitutes a form of behaviour on social media.</li> </ul>	
<p><b>Possible stand 1:</b> People should be held accountable for their behaviour on social media to a limited extent.</p> <p><b>TS1:</b> Individuals have the right to the freedom of expression, especially when they are talking about their personal opinions within their private social media space. Punishing anybody who expresses their personal opinion, even if it is controversial, is violating this fundamental right.</p> <p><b>e.g.</b> "One of the founding principles of the United States that Americans cherish is the right to freedom of speech. Enshrined in the First Amendment to the Constitution, freedom of speech</p>	<p><b>Possible stand 2:</b> People should be largely held accountable for their behaviour on social media.</p> <p><b>TS1:</b> As long as a person has the power to publish content that can be consumed by the masses, he or she, journalist or not, has the duty to ensure that the information is accurate and that their opinions do not cause harm to the public.</p> <p><b>e.g.</b> Marcel Fontaine – "A few days before the Parkland shooting, a photo of Fontaine wearing a T-shirt of Marx, Lenin, Mao and other communist luminaries dressed in party hats had been grabbed from his Instagram feed and posted by an anonymous user on 4chan, where they were</p>



<p>grants all Americans the liberty to criticise the government and speak their minds without fear of being censored or persecuted." <b>Quoted from</b> <a href="https://www.nytimes.com/2018/09/12/learning/why-is-freedom-of-speech-an-important-right-when-if-ever-can-it-be-limited.html">https://www.nytimes.com/2018/09/12/learning/why-is-freedom-of-speech-an-important-right-when-if-ever-can-it-be-limited.html</a></p> <p><b>TS2:</b> Even though spreading fake news and conspiracy theories is wrong, it is unfortunately a response based on human instinct and mostly unintentional. Thus, unwitting offenders ought to be less culpable for their actions (than malicious spreaders of misinformation), and should not be held accountable to the same extent (as malicious spreaders of misinformation). Misinformation and unusual or unexpected fabricated stories which confirm personal bias naturally trigger emotions of high intensity which makes netizens more likely to share or spread the news.</p> <p><b>e.g.</b> "Researchers analysed more than 126,000 stories shared by 3 million users approximately 4.5 million times. They found that "falsehood diffused significantly farther, faster, deeper and more broadly than the truth in all categories of information". True information took six times more than false information to reach an audience of 1,500 Twitter users while 'fake news' stories were 70% more likely to be retweeted." <b>Quoted from</b> <a href="https://coinform.eu/why-do-people-believe-in-fake-news-and-share-it-on-social-media/">https://coinform.eu/why-do-people-believe-in-fake-news-and-share-it-on-social-media/</a></p> <p><b>TS3:</b> When people are persecuted by employers or governments, it will create an unhealthy culture of fear of potential consequences, resulting in their avoidance to participate in political debate or to provide constructive feedback. Eventually, such silence and apathy will cost the country or company's development.</p> <p><b>e.g.</b> When the court ruled that the sacking of Michaela Banerji from the Department of Immigration for writing tweets critical of Government policy was justified, public servants are always going to second guess themselves as they do not know where the line is drawn. Even if perhaps legally they might be able to participate in political debate, they won't for fear of potential consequences if they overstep the line. <b>Source:</b> <a href="https://www.abc.net.au/news/2019-08-08/high-court-free-speech-banerji-folau-public-service/11392974">https://www.abc.net.au/news/2019-08-08/high-court-free-speech-banerji-folau-public-service/11392974</a></p>	<p>promptly derided as a "lefty dimwit". In the conspiratorial bubble of 4chan, it was but a small step from ridiculing Fontaine to casting them as the Parkland shooter. Within two hours of the massacre, the image had been reposted on the bulletin board, now saying: "Florida Shooter Was A Commie! From there, Alex Jones's conspiracy theory site, Infowars, leapt into the fray. Its reporter lifted Fontaine's photo directly from 4chan and, without any attempt at verification, ran with it on the front page. "Shooter is a commie. Alleged photo of the suspect shows communist garb," the outlet screamed. The false rumor quickly spread from Miami to Beijing." <b>Quoted from</b> <a href="https://www.theguardian.com/technology/2019/jan/23/conspiracy-theories-internet-survivors-truth">https://www.theguardian.com/technology/2019/jan/23/conspiracy-theories-internet-survivors-truth</a></p> <p><b>TS2:</b> Netizens involved in flaming, cyberbullying and doxing should be held accountable for the long-term emotional and psychological damage they have caused for the victims. In extreme cases, such actions have resulted in the loss of lives and cyberbullies must be severely punished to redress the grievances faced by the victim's family members.</p> <p><b>e.g.</b> Police in Florida have charged two 12-year-old middle-school students with cyberstalking after the suicide of another student, Gabriella Green. The accused girl told officers she intended to cause problems between Gabbie and another child and made derogatory comments verbally and electronically, a police report said. "Her actions consisted of starting rumors of the victim having sexually transmitted diseases, vulgar name-calling ... and threats to 'expose' personal and sensitive details of the victim's life." The suspect deleted messages upon learning of the death, police said. The accused boy said Gabbie texted him to say she was having a bad day and had attempted to hang herself and had marks on her neck, police said. During a video chat, she discussed taking her life, and the boy said something to the effect of, "If you're going to do it, just do it" and ended the call. <b>Source:</b> <a href="https://edition.cnn.com/2018/01/23/us/florida-cyberstalking-charges-girl-suicide/index.html">https://edition.cnn.com/2018/01/23/us/florida-cyberstalking-charges-girl-suicide/index.html</a></p> <p><b>TS3:</b> Posting hate comments and spreading hate of specific groups of people can reinforce one's twisted beliefs. These comments may seem like harmless discussions on the surface, but they play a major part in the lead up to catastrophic extremists' mass shootings.</p> <p><b>e.g.</b> Two of the chief sites for online white nationalist radicalisation are 4chan and 8chan that resulted in the Christchurch Shooting. The site is totally anonymous, with no logins required, usernames optional, and threads set to expire after a certain time; users are often known as</p>
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	<p>“anons.” 8chan is a more extremist version of /pol/. The site has become a cesspool of anti-Muslim conspiracies, neo-Nazism, and other far-right content. 8chan’s version of /pol/ has a single purpose: to radicalize their fellow anons to ‘real-life effortposting,’ i.e. acts of violence in the physical world. The culture of both 4chan and 8chan is deliberately ironic, over the top, and extreme. This gives cover for users to claim their posts are merely joking—and accounts for some of the deliberate trolling found inside the Christchurch manifesto. In part, throwing in random references to unconnected topics or online memes is a strategy to get the media to pick up and amplify the message through stories on unrelated topics. The dehumanization involved in racist jokes also hardens participants, wearing away any residual empathy for others.</p> <p><b>(Source: <a href="https://foreignpolicy.com/2019/08/04/online-racism-4chan-8chan-shootings-elpaso-dayton-texas-ohio/">https://foreignpolicy.com/2019/08/04/online-racism-4chan-8chan-shootings-elpaso-dayton-texas-ohio/</a>)</b></p> <p><b>TS4:</b> Netizens should be responsible for spreading seemingly innocuous fake news because they have proven to be destructive to a country’s political and social stability.</p> <p><b>e.g.</b> Vaccine hesitancy has made it to the top 10 threats of WHO threats in 2019. Due to the anti-vax movement, Measles, a preventable disease, has seen a 30% increase in cases globally. This is due to the spread of Fake news that there is a connection between vaccination and autism, as well as other brain disorders,  <b>(Source: <a href="https://www.who.int/emergencies/ten-threats-to-global-health-in-2019">https://www.who.int/emergencies/ten-threats-to-global-health-in-2019</a>)</b></p> <p><b>e.g.</b> In Singapore, the now defunct The Real Singapore published a false report about Filipino’s complaints about the noise of Thaipusam musicians. The Real Singapore (TRS) were arrested after a police report was made against the website for inciting hatred against the Filipino community in Singapore. This could have created tension between Indian and Filipino communities in Singapore.  <b>(Source: <a href="https://www.imda.gov.sg/imsilver/whats_new/the-danger-of-fake-news">https://www.imda.gov.sg/imsilver/whats_new/the-danger-of-fake-news</a>)</b></p>
<p><b>Marker comments</b></p> <ul style="list-style-type: none"> <li>-Students who attempted this question provided a good spread of knowledge on the various online sagas.</li> <li>-Most are able to point out the severity of impact thereby proving that they should be accountable.</li> <li>-However, arguments tend to be limited to outcomes and most of the students did not bring in the point on their duty as content publishers.</li> <li>-Some students who did not do well because they did not show understanding of the term ‘accountability’ or even ‘should’. For example, they fail to understand the underlying assumption of the behaviour as something bad. They tried to provide examples of individuals doing the right things.</li> </ul>	





-Some students treated this as an absolute question “Only people should be held accountable for their behaviour on social media.” and disagreed by bringing in other players like social media platforms. However, there are students who managed to prove limited extent of individuals’ accountability using other players by consciously evaluating that social media platforms and the way algorithms work are the reasons why individuals behave in a certain way.

-*Weaker scripts* simply repeated the same line of reasoning that social media users should be held accountable because they have done something wrong. They did not consider other factors/complications that muddy the issue of the extent to which we can or should hold people accountable for their behavior on social media.

-Stronger scripts demonstrated the appropriate extent of accountability based on their extent of damage social media users have caused. These scripts also addressed a variety of pertinent issues ranging from individuals’ duty as content publishers and one’s obligations to their employers, to means of deterrence and punishment for bad behaviour.

<p><b>Question 4</b> “The result is more important than the process.” To what extent is this true in your society?</p> <p><b>Analysis of Keywords</b>  <b>The results</b> – focus on outcomes; tangible and measurable observations of success. Eg. Academic results, economic growth rates in percentages, rankings etc  <b>The process</b> – focus on the journey by which success is attained; could also include how the value is in the journey itself; attention is on making sure steps are in place to lead to a possible success  <b>More important</b> – which one bears more significance; a discussion on the relative importance between the two  <b>In your society</b> – highlight the characteristics of your society to bring up reasons for why one is valued over the other</p>	
<p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>• This question requires a constant engagement of the characteristics of the student’s society in providing reasons for, not just descriptions of, why one would be valued over the other.</li> <li>• Both the idea of ‘results’ and ‘process’ should be discussed or at least implied in each paragraph of the essay</li> <li>• An overall evaluation in terms of the (relative) significance of results and process must be made in the course of the essay. Students may choose to tackle one aspect in each paragraph but it must be apparent that there is a comparison an evaluation of importance being made for both aspects.</li> <li>• Students may argue that both are equally important but that they simply are so in different aspects of society, followed by the reasons why this is so.</li> <li>• Students may consider how characteristics of their society could lead to why something should be perceived as more important</li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>• Students might merely highlight how one (either results or process) is important and why it is so without comparing the two in the entirety of the essay.</li> <li>• Students might not bring in characteristics of their society in their reasoning and simply focus on providing examples in their society, which is not wrong, but does not give them the full potential for doing well in this question.</li> </ul>	
<p><b>Possible stand 1:</b> The result is more important than the process in my society.</p>	<p><b>Possible stand 2:</b> The process is more important than the result in my society.</p>
<p><b>TS1:</b> As a small nation, we have a lot to prove in the international community for our survival as a nation, causing us to focus more on getting the</p>	<p><b>TS1:</b> With the decline in mental health of society, has led to the education sector taking a harder relook at its</p>



<p>tangible results than the processes that led to it, out of this pragmatic need to establish ourselves as a leader in the world in spite of our size and short history.</p> <p><b>e.g.</b> Local media often highlight accolades that range from Singapore's Changi Airport being voted world's best airport for the sixth year in a row or how Singapore's education system is considered the best in the world because it consistently ranks at the top of the OECD's Programme for International Student Assessment (PISA), a triennial test of 15-year-olds in dozens of countries. This is despite criticism that the results of the PISA often hide a weakness in an education system that prioritises rote learning rather than true innovation.</p> <p>This singular focus on results is one that ensures the continued success of a nation as locals and foreigners alike remain confident of Singapore's reputation as a thriving hub for leisure, business and education, and continue to invest in it or pay attention to it as a world leader in particular fields, even though it is a small country.</p> <p><b>TS2:</b> Our focus on the results to be achieved has gotten us thus far since our fledgling years, leading to a pursuit of results over a relatively more sidelined establishment of process because our focus on achieving results has a proven track record for bringing us success as a nation.</p> <p><b>e.g.</b> According to World Bank, which provides a definitive understanding of the economies of each country, Singapore is known as one of the world's most business-friendly regulatory environment for local entrepreneurs and is ranked among the world's most competitive economies. This reputation did not come out of the blue. It arose from Singapore's consistent focus on its GDP growth, contributed by the twin pillars of manufacturing and services. As a result, Singapore's reputation grew from the early days as a low-income country to a high-income country and has remained so today. GDP growth in the city-state has been amongst the world's highest, at an average of 7.7% since independence and topping 9.2% in the first 25 years. Value-added manufacturing, particularly in the electronics and precision engineering sectors, remain key drives of growth, as are the services sectors, particularly the information and communications industries, which grew 6.0% year-on-year. Comparatively little is heard about the grit and resilience of our Merdeka and Pioneer</p>	<p>stressful emphasis on results to favour the value of the process more.</p> <p><b>e.g.</b> The reduction of exams by over 25% especially in the transitions years of primary and secondary school systems were a bold move by the Ministry of Education to reduce the emphasis on academic results to favour the due process that learning entails, by freeing up more time for teaching, exploration and innovation. This was seen by many as an attempt to address the growing trend of youth suffering from mental illness. It is estimated that about 18% of Singapore's youth suffer from depression with children and young adults tending to face an increased chance of developing depression and anxiety due to societal and academic pressure. This leads to another worrying trend of youth suicides, which has been in the spotlight recently with the tragic death of a 11-year-old boy who committed suicide on the day he was to show his parents his mid-year examination results.</p> <p><b>TS2:</b> Considering the changing global landscape where the innovative process is prized over booksmarts, focusing on the process more than the results means that success will be more sustainable.</p> <p><b>e.g.</b> PM Lee's recent National Day Rally speech put bluntly the impacts on Singapore amidst the US-China trade war, which is but one example of how the ever-changing global landscape could affect us. With GDP growth slowing down to between zero to one percent in 2019, Singapore realizes that it cannot solely rely on producing these concrete results to instill confidence in investors of this country or to grow Singapore for the long run. While economic fundamentals must be strengthened, the economy has to be transformed to secure long-term competitiveness. These must take place with the "integrate" and "innovate" process, as highlighted by Trade and Industry Minister Chan Chun Sing in order for countries like Singapore to continue to grow and flourish. With the support of the government, companies are now encouraged to innovate, digitalise their operations, expand to overseas markets and train their employees, all of which are processes to ensure the longevity of their businesses. To much success, old-time restaurants like Jumbo Seafood restaurant has joined Enterprise Singapore's Scale-up SG programme which helps promising local companies grow rapidly and stand out in their fields. All 25 participants from the pioneer batch came from a range of industries – from F&amp;B to education, from furniture and maintenance to hospital and dental, demonstrating how this emphasis on process is one set to transform Singapore as a whole. New schools within polytechnics are even being set up with a focus on</p>
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generation in the midst of achieving these results as being instrumental to our quick rise to success. Given that these indicators were what gave Singapore its rapid transition to a first world country, it makes perfect sense for the city-state to focus on merely achieving such results instead of the circumstances that got us there.	innovation such as the new Aquaculture Innovation Centre at Temasek Polytechnic which aims to attract and train Singapore's next generation of experts in order to scale up the country's seafood production industry.
<b>Marker comments</b> -Scripts tended to loosely use the terms 'process' to mean 'effort' which is not wrong but made the paragraphs less clear in their focus. -Scripts were sometimes not coherent because paragraphs were mostly descriptive of instances where results were emphasised over process, only stumbling on points of reasoning towards the end of the paragraph or sometimes not at all. -Scripts which attempted to highlight clear characteristics of their society generally did better than those who attempted generic TSs with little anchor to a society of their choosing. -Weaker scripts relied too heavily on clichéd and personal anecdotes. Often, this meant writing exclusively about Singapore's education system. -Better scripts were able to go beyond a mere description of how things are in Singapore, but convincingly discuss Singapore characteristics that influence the comparative value of results vs process.	

<b>Question 5</b> 'Governments play too big a role in people's lives today.' Do you agree?
<b>Analysis of Keywords</b> <b>Governments...role</b> – overall it is the role to safeguard the interests of citizens by looking at societal needs. The government plays an important role as intermediary between the global effects and its citizens. Its attempt to safeguard the welfare of the citizens sometimes restricts the freedom of the people. <b>People's lives</b> – The citizens of the country under that government. Students should highlight the various roles of the government in different aspects of society and QoL <b>Too big*</b> – there is an assumption that this is problematic and that perhaps this should be reduced <b>Today</b> – characteristics of today must be brought in. for eg. Increasingly educated populace in developed societies, rise of social media and grounds-up movements, growth and increase in sphere of influence of NGOs and IGOs, globalization etc.  <i>*A note about the importance of the stand the student picks: If a student's stand is that governments do not play too big a role in our lives today, they can argue that the current size of the government's role is important/beneficial/needed.</i>
<b>Question Requirements</b> <ul style="list-style-type: none"><li>This question requires students to examine an existing role of the government and its current relevance/necessity in today's world that may lead to or prevent some negative outcome</li><li>Students may argue using existing, perennial arguments on how the acts of governments essentially infringe upon our basic rights but must provide current examples to address the idea of 'today'.</li></ul>
<b>Possible Pitfalls:</b> <ul style="list-style-type: none"><li>Students may merely describe the role of the government in various aspects of life with little evaluation or consideration for how this might be problematic in today's world.</li><li>Students may ignore a consideration of the context of today's world in their arguments, resulting in TSs with little contention.</li><li>Students may focus their arguments on a particular society with little range of example or scope of argument.</li></ul>



<ul style="list-style-type: none"> <li>• Overgeneralisation of key terms. For example, assuming that all governments are the same all over the world.</li> </ul>	
<p><b>Possible stand 1:</b> Governments do not play too big a role in people's lives today – it is justifiable.</p>	<p><b>Possible stand 2:</b> Governments play too big a role in people's lives today.</p>
<p><b>TS1:</b> Given the social media movements that capitalise on outrage more than dealing with issues founded on truth, governments are needed to be fair and safeguard the interests of all groups in society.</p> <p><b>e.g.</b> While the online #MeToo movement provided for many victims of sexual assault, the boldness to come forward and report such acts of crime to the police, there have been fears of false accusations because of how easy stories can go viral, and the people involved 'punished' without having gone through fair trial.</p> <p><b>e.g.</b> Local vigilante group SMRT Feedback has also played a role in doxing individuals who have been surfaced by the online community as having done wrong, sometimes to the extent of encouraging other people to unfairly harass the family members of those who are seen as perpetrators of a yet-to-be-confirmed crime. Jover Chew, a handphone shop owner who had apparently cheated a Vietnamese tourist of a large sum of money was the target of one such endeavor, causing him to be harassed by many individuals who frequent the group's site.</p> <p><b>TS2:</b> In such a globalised and volatile world where international forces exert pressure on all segments of society, governments are even more needed to ensure the welfare of citizens are met.</p> <p><b>e.g.</b> During the Great Recession of 2009 due to the bursting of the U.S. housing bubble and the global financial crisis, Singapore was the first East Asian country to slip into recession, with many individuals affected as they lost their means of livelihood. This was when the government sought the President's approval to draw a total of \$4.9 billion from the past reserves to help cover budget expenditure. The money was used to fund the Jobs Credit Scheme, a wage subsidy given to bosses to keep workers employed, and the Special Risk-Sharing Initiative, which helped cash-strapped firms get credit. These were a means to help citizens tide over the recession.</p> <p><b>TS3:</b> Ageing population in developed countries with fewer taxable individuals require the government to</p>	<p><b>TS1:</b> Given the bureaucracy that is typical of governments being a large part of the equation, outrageously heavy costs are transferred to the citizens for simply trying to meet their basic needs in what is deemed to be a free-er and richer world today.</p> <p><b>e.g.</b> Despite being in the global 1% in terms of wealth since 2012, with the American middle class being among the richest in the world, nearly one-quarter of Americans put off or postpone getting the healthcare they need each year because of its costs, which have doubled since 2013. These costs are the result of the healthcare industry's bureaucratic processes that lead to doctors spending more than two-thirds of their professional time on paperwork – mostly filling out the Electronic Medical Records requirements – rather than attending to patients. Because paperwork does not equate to money earned, doctors end up charging more for productive, consultation time with their patients. As it is, healthcare in the U.S. is about twice as expensive as it is in any other developed country. If the \$3 trillion U.S. healthcare sector were ranked as a country, it would be the world's fifth largest economy, according to Consumer Reports.</p> <p><b>TS2:</b> The growth of civil societies in recent years due to the advent of social media spurring ground-up movements, make the role of the government in campaigning the interests of minority groups one that is increasingly unnecessary, and maybe even an impediment, given the speed at which civil societies could accomplish their goals.</p> <p><b>e.g.</b> The start of the #BlackLivesMatter movement followed high-profile police killings of black men in Baton Rouge and Minneapolis in 2013. It has played a significant role in moving the conversation forward about the United States' deep-rooted problems with race and inequality. It is backed up by a recent news report on the city of Baltimore by the Department of Justice, which has found that black residents of low-income neighbourhoods are more likely to be stopped and searched by police officers, even if white residents are statistically more likely to be caught carrying guns and drugs.</p> <p>è Looking at the years of indifference to this issue prior to this movement, it is clear that the rise of the civil society has drummed up more awareness, action and support in the past few years than the past decades have in the hands of the government.</p>



<p>step in, because government still holds the main budget.</p> <p><b>e.g.</b> While Japan continues to shift towards a super-aging society, the working age population needed to support that society is shrinking, making necessary restructuring of the contributions and benefits framework. According to data compiled by the Japanese government, social security benefit costs will increase 1.6-fold from 2018 to ¥190 trillion in 2040. This is an amount only governments would have access to.</p>	<p><b>TS3:</b> With the nature of domestic problems being increasingly global in nature, the internal politicking associated with governments today become an obstacle to solving them, not just for the country but for the whole world, as they go against IGO priorities.</p> <p><b>e.g.</b> Global warming is the biggest environmental problem of our time. Russia is seeing its effects with its own eyes as a viral picture of polar bears from Far North Novaya Zemlya archipelago rummaging through human trash for food became a visual reminder of the severity of rising global temperatures. Yet, Russia is the largest emitter that has not yet ratified the Paris Agreement, with approximately 5% of global emissions in 2015. Its pledge to the deal, proposed to reduce emissions 25% to 30% below 1990 levels by 2030.</p> <p>There is a lack of consensus amongst the government due to their different interests. Nationally, large state-owned fossil fuel companies, support Russia's energy needs and wield huge political power. However, there is also a pro-Paris lobby made up of businesses and climate groups: the Russian Partnership for Climate Protection.</p> <p><b>TS4:</b> When the government plays a larger role in governing our lives, our rights will necessarily be infringed upon to the point when fair access to necessities and wants is denied.</p> <p><b>e.g.</b> China is setting up a vast ranking system that will monitor the behavior of its enormous population, and rank them all based on their "social credit". People can be rewarded or punished according to their scores, with scores moving up and down according to their behavior. While the system is piecemeal at the moment – some are run by city councils, while others are scored by private tech platforms that hold personal data, the country aims to be able to rank all its citizens by 2020. Some punishments could include preventing you from getting on your train, slowing down your internet speeds, banning you from getting the best jobs, or stopping somebody from enrolling their child in the best schools – all these, dependent on your social credit score. This system highlights how a situation of maximum government could infringe on some basic rights or access to the basic needs and wants of the 21st century.</p>
<p><b>Marker comments</b></p> <p>- Some scripts highlighted points on how the government was only acting on the people's wishes or described how the government's actions was balanced with that of the people's individual choices. These arguments were an attempt to prove that the government was not playing too large a role. These attempted arguments however, do not fully engage with the crux of the question which was whether government intervention (in any form or amount) is justified and if so, why?</p>	





-Paragraphs focusing on how the government was indeed playing too large a role were able to do better by comparison, because such arguments directly addressed the issue of government involvement being problematic.

-Some scripts made arguments that said the government was in fact playing too small a role. This does not deal with the question directly and perhaps would be acceptable at the end of the essay only after the main crux of the question had been dealt with sufficiently. Such an argument should not form the bulk of the argumentation in response to the question.

-Some students merely listed roles of government with little addressing of whether this is problematic (no evaluation). Other problematic scripts wrong about governments doing undesirable things without linking it to the issue of the size of the government's role. In other words, the poor scripts ignored the phrase 'too big'.

-The better scripts consistently evaluated the phrase 'too big', and showed an awareness that not all governments are the same—an assumption that the weaker scripts conveniently made.

<p><b>Question 6</b> 'Every country should open their borders to all refugees.' Discuss.</p>	
<p><b>Analysis of Keywords</b>  <b>Every country</b> – Absolute proposition saying that all countries regardless of wealth, geographical location, development status, state of governance, QoL of citizens  <b>Should</b> – a cost-benefit analysis is required, highlighting the moral and pragmatic considerations of the issue  <b>Open their borders</b> – to welcome refugees into society; to provide for refugees in a similar manner as countries would do for their citizens  <b>All..</b> refugees – without exception of number, nationality, race, religion, age, financial status, skill set, intention/reasons, distance between country of origin and receiving country, etc  <b>Refugees</b> – individuals who have been forced to leave their country in order to escape war, persecution, or natural disaster; this could include economic refugees who have <i>chosen</i> to become refugees</p>	
<p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>This question requires students to examine the absolute propositions of 'every' and 'all' to assess if this is a practical possibility today in the statement's entirety.</li> <li>Students should examine the consequences of countries opening their borders to all kinds of refugees as well as the moral obligation or positive outcomes of doing so.</li> </ul>	
<p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>Students may write TSs that focus on similar domains, leading to similar sounding arguments that are not distinct enough from each other to provide a range of arguments.</li> <li>Students may also detract from the focus on refugees to talk about migrants instead.</li> <li>Essays that say every country ought to do so may end up discussing the shallow benefits of welcoming all refugees with little consideration for the deeper implications of such an action.</li> <li>Students may contradict themselves in their arguments if they continue using the absolute propositions in their paragraphs.</li> </ul>	
<p><b>Possible stand 1:</b> Every country should open their borders to all refugees</p> <p><b>TS1:</b> The refugee crisis is a large-scale problem with spillover effects and costs that will end up on everybody else's shores anyway, if not all countries tackle it in a show of solidarity. Hence, every country should partake in this solution without discrimination on who they take in.</p>	<p><b>Possible stand 2:</b> Not every country should open their borders to all refugees</p> <p><b>TS1:</b> Expecting every country to do so without a cap on the numbers of refugees taken in risks putting countries who cannot even manage existing matters within their own borders for their own citizens under greater pressure, and at the cost of the lives of their own citizens and the refugees they take in.</p>



<p><b>e.g.</b> As of 2017, 65.6 million individuals have been forcibly displaced worldwide because of persecution, conflict, violence, or human rights violations, per the UN High Commissioner for Refugees (UNHCR). Of these, 5.4 million were Palestinian refugees, which are not under UNHCR but under UNRWA's mandate. Countries of origin with more than 3% of the country being refugees are that of Syria, Afghanistan, Bhutan, Somalia, the Central Africa Republic, Eritrea, and Iraq. A disproportionate number of refugees have been taken in by only a handful of countries, some developing nations themselves, like Malawi, who then expect the international community to compensate for the costs incurred in providing asylum to the refugees. A World Bank-sponsored study of uncompensated public expenditures arising from the refugee presence in Malawi recommended an emergency assistance programme in 1990-91 of up to \$ 25 million.</p> <p><b>e.g.</b> For Lebanon, which hosted 913,000 refugees as of February 2014, the influx raises its risk of a civil war by 53.88% (from a 0.045 predicted probability to a 0.07 probability). For Jordan, its 596,800 refugees raise its conflict risk by 53.51% (from 0.037 to 0.057). Thus, while the absolute values for new civil wars may remain low, the relative risk of conflict spillover increases notably with these massive refugee figures. Moreover, the particular history between Syria, Lebanon, and Iraq, with transnational militants that span their borders can increase the risk of conflict even further. Finally, although this set of statistics looks only at the onset of new civil wars, the influx of refugees can also contribute to the exacerbation of conflicts Iraq and Turkey.</p> <p>These are issues with the potential to affect and disrupt the world further if we only expect a handful of countries, mostly the developing ones, to take in all refugees.</p> <p><b>TS2:</b> Without taking in refugees of all sorts, we risk stalling the progress on the refugee crisis as everybody adopts a self-serving mentality, causing the loss of many innocent lives which do not fall under the category of refugees they would take in.</p> <p><b>e.g.</b> Poland's right-wing government has decided that they would not receive refugees from Africa and the Middle East, which rules out a majority of refugees in the world today. They have stated that</p>	<p><b>e.g.</b> The influx of Syrians since 2011 has put a great strain on Jordan, who has remained committed to welcoming Syrian refugees who might have been refused entry to the other neighbouring country of Lebanon. Jordan has reached its maximum capacity, given its resources. Social infrastructure, housing, government services are overstretched, negatively impacting its ability to provide services for Syrian refugees. Their hard-earned development gains are threatened. The presence of some 1.2 million Syrian refugees means Jordan would be unable to provide for its citizens as well as two million Palestinian refugees who depend on the UNRWA for support, if the UN agency has to cut educational or health services due to US defunding. After the 2011 Arab Spring, Egypt stopped the supply of cheap natural gas, making energy costs for manufacturing and households extremely high. They are the second most water-poor country in the world and are struggling to support the increased numbers of refugees who have entered the country to seek asylum. Jordan needs to increase exports and investment but cannot compete with goods manufactured in Gulf countries or export to Europe.</p> <p><b>TS2:</b> In not discriminating which individuals ought to enter a country's borders as refugees, countries run the risk of welcoming individuals who might be terrorists in disguise or felons bringing crime into the country, turning this into a new domestic problem for the country and the world to handle.</p> <p><b>e.g.</b> The Federal Intelligence Service of Germany (BND) warns of jihadist fighters being specifically trained to hide among migrants and "not to attract attention." German media reported how the terrorists are schooled in how to perform during police checks and while applying for asylum in Germany. They also claimed that all nine of the Paris attackers of a year ago came to the continent disguised as refugees. The 1.3 million-plus refugees who poured into Germany as a result of Chancellor Angela Merkel's liberal open-door policy meant scant - if any - security checks on the bulk of them.</p>
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<p>they would never close the door to orphans but are strongly against accepting young men from these countries of origin. They have cited the fear of Muslim refugees not being able to integrate in their homogenous society without affecting their security or radically changing their culture. But this self-serving mentality could lead to the death of millions of young children like Alan Kurdi, a 3-year-old Syrian boy of Kurdish ethnic background who has come to represent the direct impact of rich, European countries refusing entry to Muslim refugees, leaving them adrift in the Mediterranean Sea. The number of migrants who died crossing the Mediterranean Sea surpassed 3,000 for the fourth year in a row in 2017, despite an overall drop in the number of refugees making the journey. The International Organization for Migration has called the Mediterranean "by far the world's deadliest border," as more than 33,000 migrants have died at sea trying to enter Europe since 2000.</p>	
<p><b>Marker comments</b></p> <ul style="list-style-type: none"><li>-Some scripts confused "not every country should" to mean "every country should not", which is a step further along the discussion and not quite the contention of the question.</li><li>-A common point offered were that accepting refugees could bring diversity to the nations. But unless this is a common world goal, this point digresses from the contention of the question requiring a focus on "every country" accepting "all refugees". Points like these appear to approach the question of "should a country accept refugees?" instead of addressing the contention that such acceptance should be unconditional and for all kinds of countries.</li><li>-Some scripts made good points on the moral obligation of every country in tackling the refugee crisis today, some with good use of examples.</li><li>-This question saw a lot more candidates skipping over the use of examples, choosing to focus on the reasoning of the argument. Such scripts would not have done as well as those who have provided concrete examples to illustrate their points.</li><li>-The poor scripts conflated refugees and migrants.</li><li>-Poorer scripts also had serious coherence problems, asserting in one paragraph that countries are morally obliged to accept all refugees, and then self-contradicting in the next para by saying that practical considerations made accepting all refugees impossible.</li><li>-The better scripts saw that different countries had different contexts which influenced their duty towards refugees.</li><li>-Better scripts also addressed the key phrase 'all refugees', considering the issues of number of refugees as well as the nature of the refugees.</li></ul>	
<p><b>Question 7</b> Consider the view that we have nothing to fear from artificial intelligence.</p>	
<p><b>Analysis of Keywords</b></p> <ol style="list-style-type: none"><li><b>'we':</b> People in general, or even society at large. The scope here is rather wide.</li><li><b>'have nothing to fear':</b> Absolute statement; implies that AI poses no risk/bears no threat. Having nothing to fear from something is a rather broad concept. As long as a student talks about AI-related things that warrant</li></ol>	



<p>fear/concern, he would not be off-topic! However, this means that students do need to be familiar enough with AI to be able to discuss the concerns/fears typically associated with it.</p> <p><b>3. 'artificial intelligence'</b></p> <p>Cambridge definitions as follows:</p> <ul style="list-style-type: none"> <li>the use of <u>computer programs</u> that have some of the <u>qualities</u> of the <u>human mind</u>, such as the <u>ability to understand language</u>, <u>recognize pictures</u>, and <u>learn</u> from <u>experience</u>.</li> <li><u>computer technology</u> that <u>allows</u> something to be done in a way that is <u>similar</u> to the way a <u>human</u> would do it.</li> <li>Further Note: AI has many broad definitions, but all of them involve the element of computers performing human-like tasks. AI has also been categorised into three classes by some: Narrow AI (e.g. Siri, Cortana, Alexa, Google Assistant), Strong/General AI (unlike narrow AI, able to understand context and perform more than just a narrow task), and Super AI (distinguished by superiority to the human intellect!).</li> </ul> <p>Useful Source: <a href="https://www.digitaltrends.com/cool-tech/what-is-artificial-intelligence-ai/">https://www.digitaltrends.com/cool-tech/what-is-artificial-intelligence-ai/</a></p>	
<p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>Address concerns/fears of AI</li> <li>Demonstrate understanding that AI involves outsourcing some mental processes to machines/computers (i.e. machine/computer does some of the thinking for us)</li> <li>Provide an evaluation of how founded/justified the fears of AI are (this could well be a consideration of an eventuality, rather than current reality)</li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>Student misunderstands AI, defining it to broadly and therefore including irrelevant examples in the essay.</li> <li>Student has a narrow/limited definition of AI, thus failing to include important examples.</li> <li>Student fails to see that essay question is inviting students, primarily, to consider the potential fears/concerns of AI. Such a student would focus primarily on extolling the virtues of AI, which alone will not be enough to pass (the question is asking students to evaluate the fears related to AI!).</li> </ul>	
<p><b>Possible stand 1:</b> 'We should be wary of AI' or 'We should be fearful of AI'</p> <p><i>Note: To disagree with the question's central proposition, it is not necessary for students to argue that AI warrants fear. The student may simply argue that an attitude of fearfulness is reckless/overconfident.</i></p>	<p><b>Possible stand 2:</b> 'We have nothing to fear from AI' or 'For the most part, we have nothing to fear from AI'.</p>
<p><b>TS1:</b> AI's advancement and proliferation threaten to make many jobs obsolete. And if the rate of job creation is outstripped by the rate of job destruction, or if the skills gap generated by AI proliferation cannot be bridged quickly enough—both of which are highly plausible scenarios—significant sections of society will experience unemployment.</p>	<p><b>TS1:</b> Far from threatening an unemployment crisis, AI will in fact enhance employment by creating new and more interesting jobs.* After all, AI is just another technology humans have created in human history, which has shown that technological revolutions tend to give us new and better jobs (not fewer and poorer). (β Note: A student may draw a parallel between AI and other technologies in history that</p>



<p>e.g. AI experts such as Elon Musk (CEO of SpaceX and Tesla) and Lee Kai-Fu (eminent American computer scientist) have warned that advancements in AI could risk the automation of a vast number of jobs, threatening the employment of countless individuals. Lee Kai-fu estimates that up to 40% of the world's job will eventually be replaced by <b>robots powered by ever more sophisticated AI</b>, and that even supposedly complex jobs are not safe from becoming obsolete.</p> <p>Source: <a href="https://fortune.com/2019/01/10/automation-replace-jobs/">https://fortune.com/2019/01/10/automation-replace-jobs/</a></p> <p>Additional Readings: <a href="https://www.forbes.com/sites/bernardmarr/2016/09/29/adidas-brings-jobs-back-home-but-not-for-people/#775a6ab1402b">https://www.forbes.com/sites/bernardmarr/2016/09/29/adidas-brings-jobs-back-home-but-not-for-people/#775a6ab1402b</a></p> <p><b>TS2:</b> Because of the way AI is used to supposedly enhance our lives, it is often well-placed to violate our privacy, subject personal information to being exposed to third parties, and may even be used as a means of social surveillance and control. (see: <a href="https://www.digitaltrends.com/cool-tech/what-is-artificial-intelligence-ai/">https://www.digitaltrends.com/cool-tech/what-is-artificial-intelligence-ai/</a> )</p> <p>e.g. Advanced facial recognition systems (which are enabled by AI), allows extensive camera networks to surveil populations, watching individuals' goings-in and comings-out. This Orwellian vision has become a reality, with China's social credit system heavily employing facial recognition technology to monitor Chinese citizens, assigning them a personal score based on how they behave—do they jaywalk, and do they smoke in non-smoking areas?</p> <p>Source: <a href="https://www.forbes.com/sites/bernardmarr/2018/11/19/is-artificial-intelligence-dangerous-6-ai-risks-everyone-should-know-about/#70d283a72404">https://www.forbes.com/sites/bernardmarr/2018/11/19/is-artificial-intelligence-dangerous-6-ai-risks-everyone-should-know-about/#70d283a72404</a></p>	<p>threatened to cause widespread unemployment.. BUT the main focus of the para must still be on AI!</p> <p>e.g. Avidbot's flagship robot, the Neo, is a 'self-driving floor scrubber' that has been deployed to clean the floors of countless airports, universities, stadiums, and warehouses. Its sophisticated AI means that it can avoid obstacles and navigate within extremely large compounds/facilities without the need for a custodian. <math>\beta</math> This example illustrates how hard, manual work can be outsourced to AI-enabled robots, freeing human hands to engage in other more interesting tasks.</p> <p>Source: <a href="https://www.cnbc.com/2018/10/09/robots-handle-dull-dangerous-work-creating-new-jobs-for-humans.html">https://www.cnbc.com/2018/10/09/robots-handle-dull-dangerous-work-creating-new-jobs-for-humans.html</a></p> <p>e.g. A 2018 report by the World Economic Forum estimates that AI will create 58 million new jobs by 2022. IT service company Cognizant predicts that many new, interesting job opportunities will arise thanks to the proliferation of AI. Some examples include big data analyst, personal data broker, machine-learning analyst, financial wellness coach, cyber city analyst, etc....</p> <p>Sources: <a href="https://www.forbes.com/sites/amitchowdhry/2018/09/18/artificial-intelligence-to-create-58-million-new-jobs-by-2022-says-report/#6d8dafa74d4b">https://www.forbes.com/sites/amitchowdhry/2018/09/18/artificial-intelligence-to-create-58-million-new-jobs-by-2022-says-report/#6d8dafa74d4b</a> <a href="https://www.cognizant.com/whitepapers/21-jobs-of-the-future-a-guide-to-getting-and-staying-employed-over-the-next-10-years-codex3049.pdf">https://www.cognizant.com/whitepapers/21-jobs-of-the-future-a-guide-to-getting-and-staying-employed-over-the-next-10-years-codex3049.pdf</a></p> <p><b>TS2:</b> Fears of AI invading our privacy are overblown, failing to consider our ability to mitigate risks to personal privacy (whether it be the actions of individuals, or the putting in place of effective privacy legislation).</p> <p>e.g. Privacy laws such as Europe's General Data Protection Regulation (GDPR) and the U.S.'s California Consumer Privacy Act are already in existence, offering individuals some measure of protection from their personal data being accessed without consent.</p>
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<p>e.g. "What AI brings to the table is the ability to gather, analyze, and combine vast quantities of data from different sources, thus increasing the information-gathering capabilities of social actors that use this technology."</p> <p>Source: <a href="https://towardsdatascience.com/ai-and-the-future-of-privacy-3d5f6552a7c4">https://towardsdatascience.com/ai-and-the-future-of-privacy-3d5f6552a7c4</a></p> <p><u>Other possible TSes (in point form):</u></p> <p>-In the far future, AI could outdo us, make us obsolete, and even turn against us. (← this sort of argument could only work if a student has enough evidence to show that it is not speculative, but based on legitimate reasons)</p> <p>-In a less obvious way, AI diminishes our humanity, whether by outdoing us in tasks that humans were previously uniquely capable of, or by performing for us tasks that seem mundane but which are in fact essential to the human experience. (← this sort of argument will require some linguistic finesse to work.)</p>	<p>e.g. Bernhard Debatin, director of the Institute for Applied and Professional Ethics, contends that effective privacy legislation relating to AI can be achieved if laws (i) require AI systems to be transparent to the user; (ii) prevent AI from accessing data it has no right to access (e.g. outside of its jurisdiction or no consent was given); (iii) ensure that consumers can opt out of data collection systems and delete their data in the system upon request. Debatin also notes that some existing legislation, such as the GDRR, already contains some of these requirements.</p> <p>Source: see: <a href="https://www.forbes.com/sites/insights-intelai/2019/03/27/rethinking-privacy-for-the-ai-era/">https://www.forbes.com/sites/insights-intelai/2019/03/27/rethinking-privacy-for-the-ai-era/</a></p> <p><u>Other possible TSes/ideas (in point form):</u></p> <p>-[As a "further point" to TS2] The fear of AI invading our privacy seems even more ludicrous when we consider that the cost of losing some privacy is more than justified by the immense benefits of AI-enabled convenience/efficiency. Seen in this light, the thing to fear is not AI, but rather the lack of it, for without it our lives are so much poorer!</p> <p>-It is pure speculation that we will successfully create powerful AIs that threaten our relevance or even existence. Such speculations are premised on the unfounded assumptions that (i) we are clever enough to create AI cleverer than us and (ii) we are powerless in restricting how powerful AIs can be.</p>
<p><b>Marker comments</b></p> <ul style="list-style-type: none"> <li>• Generally, students who attempted this question had satisfactory to excellent content knowledge.</li> <li>• Weaker scripts missed the question at certain points by focusing too much on describing the benefits of AI, which does not fully answer the question of whether we should fear AI.</li> <li>• The better scripts showed a deep understanding of AI, explaining how certain technologies we take for granted are in fact enabled by AI, and pointing to certain characteristics of AI that could threaten us in the future. Evaluation focused on how founded/justified the fears of AI are.</li> <li>• The better scripts also had a wide range of well-developed examples relevant to AI.</li> <li>• By contrast, weaker scripts described AI in vague terms, and did not give concrete examples to support their claims.</li> <li>• Essays that are able to explain the mechanism of how AI works would warrant higher marks.</li> </ul>	
<p><b>Question 8</b></p> <p>"Fighting for animal rights should be encouraged not dismissed." Is this a fair statement?</p> <p><b>Analysis of Keywords</b></p> <p>'fighting for animal rights' – to lobby for humane treatment of animals; to actively protest (either violently or non-violently) the use of animals in animal testing for vaccines or cures for incurable diseases. Extent of the fight should be considered – should this be done at all costs to the neglect of humanity's needs? An examination of how fighting for animal rights could be linked to issues of the environment as well as a consideration of whether animals indeed have rights, is needed.</p>	



<p>'should' – moral and pragmatic considerations needed; a cost-benefit analysis is required          'be encouraged' – be given support by the government and society at large          'not dismissed' – to be ignored and not actively supported in favour of other issues</p>	
<p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>• Students should acknowledge what animal rights are and the reasons that animals have rights</li> <li>• Students should examine how animals' relationship with humans in various scenarios mean that there are a range of different rights that animals may be given</li> <li>• Students must evaluate these rights by arguing if any particular right should be encouraged or dismissed.</li> <li>• Reasons for whether fighting for animal rights should be encouraged or dismissed must be discussed in the length of the essay, without leaving either one out.</li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>• Simply describing animal rights with no evaluation.</li> <li>• No range of issues.</li> <li>• A lot of students do not know much about animal rights (and so their examples are generic and poor)</li> <li>• Students are unclear about what (specific sort of) animal rights they are addressing.</li> </ul>	
<p><b>Possible stand 1:</b> Fighting for animal rights should be encouraged, not dismissed.</p>	<p><b>Possible stand 2:</b> Fighting for animal rights should be dismissed, not encouraged.</p>
<p><b>TS1:</b> People should be encouraged to fight for animal rights instead of dismissing them, so that animals are free from needless suffering, which would not result in any quantifiable gain for both humans and animals.</p> <p>Eg. Over 100 million animals are tormented and killed in U.S. laboratories each year. These animals are sometimes kept in barren cages and electro-shocked, poisoned, socially isolated, cut open, starved, crippled, and intentionally inflicted with brain damage in nightmarish experiments. Animals used for experimentation are treated like disposable laboratory equipment rather than the thinking, feeling, sensitive individuals they are.</p> <p>According to the National Institutes of Health in the US, 95 percent of all drugs that have been shown to be safe and effective in animals fall in the application stage for humans because they either do not work or are actually dangerous. In fact, imprecise results from animal experiments may result in clinical trials of biologically faulty or even harmful substances, thereby exposing patients to unnecessary risk and wasting scarce research resources. Animal toxicity studies are poor predictors of toxic effects of drugs in humans.</p> <p>Eg. An Alzheimer's study, published in the Journal of Alzheimer's Disease, showed that</p>	<p><b>TS1:</b> While many organisations have lobbied for a total stop in animal testing, the reality is that animals are needed to gain progress in the area of drug and medical testing for human health. The fight for animal rights should therefore not be overly encouraged and dismissed when it comes at a potential loss to the welfare of the human race.</p> <p>Human volunteers would be unlikely to come forward for studies which involves surgery that is not necessary for them or to test drugs which have only been tested in computer models. This sets the crucial progress in medical research back. An important part of most animal studies is examination of tissues and organs post mortem, which would not be possible for human volunteers. Animal models are also often selected for a particular study because of the ways that they differ from humans, as well as the ways they are similar.</p> <p>Eg. For example mice share many of the same genes as humans, but breed quickly and give birth to many young, so the effects of an experiment on future generations can be studied, which would not be possible in human testing. Animals can also be bred and kept in controlled conditions and fed standard diets to reduce experimental variables, hence ensuring more accurate results. 26 Nobel prizes have gone to discoveries where research on mice has been key, including work on vitamins, the</p>



<p>caffeine could slow down the build-up of protein plaques, which are the signature of the disease and cause the damage to the brain. The mice were given the equivalent of five cups of coffee per day, containing around 500mg of caffeine, and showed almost a 50% reduction in the levels of the protein plaques in their brains after two months. But the scientists cautioned that, though caffeine was a relatively safe drug, there was no indication yet about the amounts of the chemical that would act successfully against Alzheimer's in humans.</p> <p><i>Other possible egs:</i> animals in entertainment, hunting exploits, illegal animal trading etc</p> <p><b>TS2:</b> Fighting for animal rights by levelling pressure on governments and society in outlandish ways catches the attention of the public and in fact, pushes laboratories to be more effective in their methodologies for achieving scientific breakthrough, something that would not be expedited if this were dismissed.</p> <p>Eg. People for the Ethical Treatment of Animals (PETA) is dedicated to establishing and protecting the rights of all animals and is the largest animal rights organisation in the world. They have launched many controversial advertisements and campaigns in their typical shock-and-awe strategy in order to bring attention to the issues of animal abuse, one of which was the comparison between the serial killings of thousands of animals in slaughterhouses every day with a cannibalistic serial killer, Jeffrey Dahmer, in 1991. Such attempts have certainly shed light on the issues as scientists, and professional organizations around the world move toward these humane methods and away from cruel experiments on animals. In many countries, tests on animals for cosmetics are even against the law. As of September 2018, animal testing is illegal in India, the European Union, New Zealand, Israel, and Norway. Such laws are also being proposed in South Korea, Argentina, the United States, Taiwan, and Canada. Modern non-animal research methods like organs-on-chips technology, computer modelling, statistical analysis, and studies of human populations and volunteers have also increasingly become more touted as a less expensive, faster, and more accurate</p>	<p>discovery of penicillin, the development of numerous vaccines and understanding the role of viruses.</p> <p><i>Other possible egs:</i> farming (food for human consumption and survival), food industry and employment</p> <p><b>TS2:</b> Animals are not human beings and by that extension, should not have rights, meaning that where such 'rights' conflict with the need for human well-being and survival, they should be dismissed instead of encouraged.</p> <p>The goal of the animal rights movement is for animals to be free of human use and exploitation. Animal rights is based on a recognition that non-human animals are sentient and therefore have their own rights and interests. However, animals are not liable to the same sort of responsibilities a human being has to another and are fundamentally different in their psyche and emotional make-up compared to humans.</p> <p>Eg. On May 28, 2016, a three-year-old boy visiting the Cincinnati Zoo fell into the moat at the Gorilla World habitat. This resulted in the male silverback, Harambe being shot by zookeepers in order to keep the boy safe, as the gorilla displayed dominant male behaviour that could have hurt the boy. The incident was recorded in a dramatic video by an anonymous bystander and uploaded to YouTube, where it went viral, sparking global publicity and controversy, leading director Thane Maynard to state, "The child was being dragged around ... His head was banging on concrete. This was not a gentle thing. The child was at risk."</p> <p><b>TS3:</b> In addition, to encourage the fight for animal rights to the point that animals as essential food sources are to be totally excluded from society, as veganism encourages, is to put the well-being and longevity of the human race at risk.</p> <p>Eg. About 20% of the human body is made up of protein. Because the body does not store protein, it is important to get enough from our diet each day. While animal proteins tend to contain a good balance of all the amino acids that we need, some plant proteins are low in certain amino acids, such as methionine, tryptophan, lysine and isoleucine. Animal protein sources, such as meat, fish, poultry, eggs and dairy, are similar to the protein found in your body. These are considered to be complete sources of protein because they contain all of the essential amino acids that a body needs to function effectively.</p>
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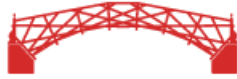
<p>route for testing of new medication or products than tests on animals.</p> <p><b>TS3:</b> Encouraging the fight for the rights of animals through encouraging veganism could also arguably be a way to slow down the growing deterioration of the environment – one of the most pressing issues of our time, meaning that this should not be dismissed.</p> <p>Eg. In “ENVIROCIDAL – How Livestock Farming is Killing the Planet”, published by animal welfare charity Viva!, it is revealed that livestock farming will have devastating effects on the environment if the global consumption of animal products continues at the same rate. ENVIROCIDAL also follows a significant study released in 2018 which concluded that ditching meat and dairy was the most impactful step an individual could take to lessen their impact. It argued that a global switch to diets that rely less on meat and more on fruit and vegetables could save eight million lives by 2050 and reduce greenhouse gas emissions by two thirds, which is far bigger than cutting down on air flights or buying an electric car.</p> <p>(Source: <a href="https://www.plantbasednews.org/news/go-vegan-save-planet-new-environmental-report">https://www.plantbasednews.org/news/go-vegan-save-planet-new-environmental-report</a>)</p>	<p>On the contrary, plant protein sources, such as beans, lentils and nuts are considered to be incomplete, as they lack one or more of the essential amino acids that your body needs</p> <p><i>Other possible egs: safety and security of farmers and farming land, killing of rogue animals that have threatened or attacked human beings.</i></p> <p>A good coverage of these issues is in the links below <a href="http://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml">http://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml</a> <a href="https://www.thoughtco.com/what-are-animal-rights-127600">https://www.thoughtco.com/what-are-animal-rights-127600</a></p>
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<p><b>Marker comments</b></p> <ul style="list-style-type: none"> <li>• Students showed limited ability to name and explain what animal rights are.</li> <li>• They tended to write about treatment of animals without linking the treatment to rights</li> <li>• There was a poor focus on evaluation of “encouraged” or “dismissed”.</li> <li>• Students had very poor evaluation that linked to the question words and wrote more about treatment of animals was good or bad.</li> <li>• This was not a popular question and done by very few students.</li> <li>• Better scripts would avoid self-contradiction, having an understanding of some issues and good examples and evaluation. Such scripts would also show an awareness that the question assumes that animal rights are being dismissed at present. Arguments attempted would contain wide-ranging, clear, and coherent understanding of issues with high quality examples and illustrations. The student would understand the nuances of animal rights (types of animals, treatment/uses of animals, animals’ relation to humans, etc.)</li> </ul>
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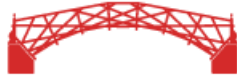
<p><b>Question 9</b> Should discrimination ever be tolerated?</p> <p><b>Analysis of Keywords</b> <b>1. ‘Should’:</b> Reasons, both pragmatic and moral, for the toleration of discrimination should be discussed.</p>
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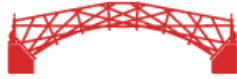
<p><b>2. 'discrimination'</b>          Cambridge definitions as follows:          treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skincolour, sex, sexuality, etc.</p>	
<p><b>3. 'ever be'</b>          Question is asking if there are any situations in which discrimination may be tolerated, the presumption being that discrimination is prima facie a bad thing' synonymous to 'sometimes', 'always', 'never'...</p>	
<p><b>4. 'tolerated'</b>          Endured, though not necessarily endorsed. This question is inviting students to consider cases of discrimination which may be unpleasant, or even controversial, but for which there may be reasons to abide. In other words, are there situations in which discrimination is a necessary evil, or where discrimination should be allowed to persist (note that this is not the same as endorsing discrimination!). Here, a consideration of the Cambridge definition of 'tolerate' would be helpful:          'to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.'</p>	
<p><b>Question Requirements</b>  <i>Student must stay focused on discrimination-related issues, addressing moral and pragmatic concerns, with the better script engaging on a deeper level with the key word 'tolerate'.</i></p>	
<p><b>Possible Pitfalls:</b>          -Misunderstanding of what discrimination is (e.g. student just talks about prejudicial attitudes that do not manifest at all in discriminatory actions)          -Misunderstanding of what tolerated means          -Students pick strange examples of 'discrimination' (e.g. setting aside seats for elderly on trains)          - Student defines 'discrimination' too narrowly, or focuses only on a narrow range of types of discrimination.          - Students could take the absolute stand without taking the necessary step of addressing the situations in which, plausibly, one could justifiably tolerate discrimination.</p>	
<p><b>Possible stand 1:</b> 'Yes, there are situations in which discrimination should be tolerated.'</p> <p><i>Note: This stand is a lot more doable than Possible Stand 2. It allows for a student to affirm that discrimination is by and large a bad thing, but also acknowledge that there are exceptional situations in which we should allow discrimination to persist.</i></p>	<p><b>Possible stand 2:</b> 'No, there is no situation in which discrimination may be tolerated.'</p> <p><i>Note: This is a very absolute stand! To take this stand is to take on the task of addressing the very situations in which, arguably, discrimination could be tolerated.</i></p>
<p>TS1: Positive discrimination is necessary for ensuring that past (and even present) injustices are righted and gross social inequalities are reduced. Thus, even though positive discrimination has some negative side-effects, we ought to tolerate it.</p> <p>e.g. In a country like the U.S., many have argued that unequal social outcomes between African-Americans and the average arise from past and present injustices/discrimination. Some examples of these injustices include slavery (abolished 1865), Jim Crow laws (enforcing segregation, abolished 1964), and the alleged discrimination against black job</p>	<p>TS1: Positive discrimination is often held up as a necessary (or even virtuous) form of discrimination. But it should not be tolerated because it is just discrimination by another name, begetting the very evils for which we usually condemn discrimination*.</p> <p><i>*the exclusion of certain ethnic classes due to affirmative action policies; exhibit racist attitudes in the form of the 'bigotry of low expectations'</i></p> <p>e.g. The 2017 Singaporean Presidential Election was reserved only for Malay candidates, in a bid to ensure that minority race presidents are elected from time to time. Yet, many in the Malay community saw this as a bigotry of low expectations (or, as</p>



<p>applicants (See <a href="http://tinyurl.com/yyso6njw">tinyurl.com/yyso6njw</a>). In light of these injustices/disadvantages, it is only fair to use positive discrimination to level the playing field (even if positive discrimination has been criticised for being un-meritocratic).</p> <p>Sources:  <a href="https://www.vox.com/identities/2017/9/18/16307782/study-racism-jobs">https://www.vox.com/identities/2017/9/18/16307782/study-racism-jobs</a></p> <p>TS2: Certain forms of discrimination cannot realistically be dealt with, undesirable as they are. Trying to combat these forms of discrimination would therefore be a waste of resources. It follows that we should tolerate these forms of discrimination.</p> <p>e.g. On an individual level, the best way for an individual from a minority race to deal with casual racism is sometimes not to combat it, but simply to tolerate it and to get on with his life. Deep-seated prejudices take time to change, and often positive developments in race relations only occur across generations (e.g. older generations of ethnically Chinese Singaporeans are generally not in favour of a non-Chinese Prime Minister, but younger generations are increasingly open-minded about the issue). If the sort of discrimination encountered stems from deep-seated, hard-to-change attitudes, and is not so severe as to impede one's basic rights and freedoms, it might be a better use of one's resources to work hard to get ahead in life, rather than wrestle with intangible forms of discrimination which are hard to prove and even harder to enforce laws against.</p>	<p><i>economist Nizam Idris put it, a 'vote of no confidence' that a Malay president would be able to run on his/her own merit against candidates from other races and still win Singaporeans' votes).</i></p> <p>Source: <a href="https://www.straitstimes.com/opinion/big-step-backwards-for-malay-community">https://www.straitstimes.com/opinion/big-step-backwards-for-malay-community</a></p> <p>TS2: Some argue that discrimination should be tolerated in instances where the need for efficiency can only be fulfilled by operating according to statistical likelihoods (the sort of which are inherent to prejudicial stereotypes, such as certain ethnicities being likelier to commit certain types of crimes). But this utilitarian calculation must be rejected not only because it is morally bankrupt, but also because it is likely to be counter-productive.*</p> <p>e.g. Racial profiling at security checks, in which security personnel pay closer attention to certain groups of individuals (e.g. members of a certain race/religion) racialises and divides society, alienating members of targeted groups. For instance, the mere allegation that police officers conducting checks at Bishan MRT station targeted Malays to the exclusion of other races was enough to ignite an internet firestorm. And despite forceful denials of any sort of racial profiling, the sentiment on the ground in Singapore is that Malay males are disproportionately targeted during security checks, and this has been a sore point for many.</p> <p><i>**Quite inevitably, the focus of this paragraph would be about security checks, or even hiring policies.</i></p>
<p><b>Marker Comments</b></p> <ul style="list-style-type: none"> <li>• This was a very popular question. Unfortunately, many students who attempted this question lacked the content knowledge for it. Perhaps they were driven to it as a last resort or perhaps they assumed it was one of the more forgiving questions.</li> <li>• Many students produced simplistic arguments about why discrimination is bad. This approach only "begins" to answer the question. Of course discrimination is bad—the phrasing of the question makes it clear that there is a presumption against discrimination.</li> <li>• Thus, students were supposed to consider reasons for why there should never be any situation in which we accept discrimination. To achieve this, they should have examined 'fringe' cases of discrimination, where one could make a plausible argument to support the toleration of such forms of discrimination.</li> <li>• Good scripts would demonstrate thoughtfulness about the issues of discrimination and its possible justifications (or reasons why it can be tolerated despite being bad), containing discrimination-related examples which are wide-ranging.</li> </ul>	

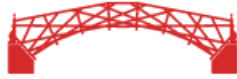


<p><b>Question 10</b> 'Any punishment that does not aim to rehabilitate the criminal is unjustified.' Discuss.</p>	
<p><b>Analysis of Keywords</b></p> <p><b>1. 'any':</b> This question requires students to consider the question of whether there are indeed punishments which (i) do not aim to rehabilitate the criminal but which (ii) are justified.</p> <p><b>2. 'punishment':</b> Penalty meted out for wrongdoing.</p> <p><b>3. 'does not aim to rehabilitate'</b> Equivalent to 'whose purposes do not include the intent 'to return someone to a good, normal life or condition' after they have been punished</p> <p><b>4. 'criminal'</b> The wrongdoings discussed in this essay have to be crimes. As long as the wrongdoing is against the law, the example will be accepted as valid. That said, clear-cut and significant examples of crime will receive more credit.</p> <p><b>5. 'unjustified'</b> No good reason can be given for such a punishment.</p>	
<p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>• Students have to keep their discussion focused on crimes (or any breaking of the law). They also have to consider the idea that rehabilitation is a necessary ingredient of any just/justified punishment.</li> <li>• Students should discuss the various reasons for why some punishments that do not aim to rehabilitate the criminal could be seen as morally wrong or pragmatically unsound, or conversely, morally right and pragmatic ways of dealing with different types of crime.</li> <li>• An understanding of proportionality of crimes to the punishment is needed for depth of evaluation.</li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>• Student ignores the absolute nature of the statement, and agrees with it without having the necessary arguments to support such an absolute stand.</li> <li>• Student misunderstands 'rehabilitation'</li> <li>• Student fails to understand that a punishment can seek to achieve multiple things at once (e.g. imprison someone and eventually rehabilitate him once he has served his time)</li> <li>• Example-driven approach</li> <li>• Students might focus only on rehabilitation and its benefits without dealing with 'punishments that do not aim to rehabilitate the criminal' at all.</li> </ul>	
<p><b>Possible Stand 1:</b> 'Yes. Any punishment that does not aim to rehabilitate the criminal is indeed unjustifiable.'</p> <p>OR</p> <p>'The statement is largely true, though there are certain exceptional situations in which we can justify punishments that do not aim to rehabilitate the criminal.'</p>	<p><b>Possible Stand 2:</b> 'No. Certain punishments do not aim to rehabilitate the criminal. Yet, these punishments can be justified.'</p>
<p>TS1: Punishments that neglect to rehabilitate the criminal typically violate the widely-held principle that people deserve a second chance, scoring the virtue of forgiveness, as well as</p>	<p>TS1: Certain crimes are so heinous that they must be met with the severest of punishments—the sort of which leave no room for the rehabilitation of criminals. In committing these crimes, criminals have</p>



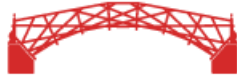
<p>the social value of reforming criminals to become productive members of society.</p> <p>E.g. Reformed drug kingpin "Freeway" Rick Ross may have established a drug empire in Los Angeles, California and presumably destroyed many lives with trafficked drugs, but after his release from prison, Ross has been actively giving back to the community, regularly speaking to school children and warning them of the consequences or pursuing a life of crime. Source: <a href="http://tinyurl.com/y2bad715">tinyurl.com/y2bad715</a></p> <p>E.g. Bruce Reilly, deputy director of VOTE, a New Orleans organization that advocates for the formerly incarcerated, was paroled in 2005 after serving time for a 1992 murder. Source: <a href="https://www.nytimes.com/2019/02/02/business/bruce-reilly-murder-conviction-lawyer.html">https://www.nytimes.com/2019/02/02/business/bruce-reilly-murder-conviction-lawyer.html</a></p> <p>TS2: Punishments that do not aim to rehabilitate the criminal have a dehumanising effect on society, inclining us to accept vengeance as the default response to wrongdoing, and even to inclines us to breed an unhealthy tolerance towards violence.</p> <p>e.g. The FBI Uniform Crime Report described a trend indicating that the death penalty brutalises society—in the US, there are more murders in states where the death penalty has not been abolished. This would suggest that the presence of the extreme form of punishment that rejects rehabilitation degrades society's conscience, devalues human life, and conditions us to be more accepting of violence. Source: <a href="http://www.bbc.co.uk/ethics/capitalpunishment/against_1.shtml">http://www.bbc.co.uk/ethics/capitalpunishment/against_1.shtml</a></p>	<p>perpetrated such vile acts that they have forfeited their right to a second chance; the only way for justice to be satisfied is for them to pay with their lives, or to be locked away forever.</p> <p>E.g. the 2011 Norway attacks, a domestic terrorist attack perpetrated by right-wing extremist Anders Behring Brevik, killed 110 innocents (many of which were youths participating in a summer camp) and injured at least 309. Morivated by anti-Islam and anti-immigrant hatred, this attack represented the deadliest mass shooting in recent history. Given the severity of the crime, it would be unjust to afford Brevik the privilege of rehabilitation; he has forfeited the right to be re-integrated back into society. This is reflected in how Brevik is currently serving 21 years of preventive detention, with the detention likely to be extended indefinitely to ensure that he remains isolated for the rest of his life. Source: <a href="https://www.tnp.no/norway/panorama/3111-breivik-will-never-be-released-from-prison">https://www.tnp.no/norway/panorama/3111-breivik-will-never-be-released-from-prison</a></p> <p>TS2: Certain profiles of criminals defy rehabilitation, and therefore must be permanently incapacitated for society's security.</p> <p>E.g. Famous killers such as Ted Bundy, Richard Ramirez, and, locally, Anthony Ler, demonstrated no remorse right to the last, often taking a perverse pride in their crimes. There is little reason to think that individuals such as these are rehabilitatable, and hence a punishment that aims to permanently incapacitate them is the only responsible course of action to ensure society's safety. In fact, many murderers had previously been incarcerated, but the misguided notion that they could be rehabilitated was what returned them to society, allowing them to once again predate on innocents (e.g. of repeat murderers: Kenneth McDuff, David Maust, Steven Pratt). An explanation for why some individuals cannot be reformed could be underlying psychological conditions like psychopathy and sociopathy, which entail a lack of remorse and guilt, a disregard for the rights of others, and a tendency for violent behaviour. There is currently no known medical cure for these conditions. Source: <a href="https://www.psychologytoday.com/us/blog/wicked-deeds/201409/the-sociopath-serial-killer-connection">https://www.psychologytoday.com/us/blog/wicked-deeds/201409/the-sociopath-serial-killer-connection</a></p>
<p><b>Marker Comments</b></p> <ul style="list-style-type: none"> <li>• Not a very popular question.</li> <li>• The better scripts avoided sweeping statements ('All criminals deserve a second chance!'), but instead acknowledged that different crimes called for different approaches.</li> </ul>	



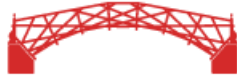


<ul style="list-style-type: none"> <li>The evaluation of consequences of different profiles of crime and the discussion of proportionality with regard to the purpose of punishment (ie. Rehabilitation, retribution, deterrence) would have been consistently and clearly done in better scripts. A consistent use of illustration that pertain to punishment of criminals (that do not aim to rehabilitate them) as well as the presumption against such punishments are needed for well considered essays.</li> <li>Generally, students reasoning ability was not advanced enough to successfully pull of the arguments they were trying to make. Two examples are provided below to illustrate this point:</li> </ul> <p>e.g. Many students asserted that a punishment cannot exclude rehabilitation because that would violate the moral principle that people deserve a second chance. Yet, no satisfactory explanation was given for why people deserve a second chance; it was just asserted as if it were a self-evident fact.</p> <p>e.g. Many students asserted that capital punishment (which obviously does not aim to rehabilitate the criminal) is not justified because it violates the criminal's right to life. While this may be true, these students rarely, if ever, addressed the counterargument that one's right to life can be forfeit in certain circumstances (e.g. when one has committed a heinous enough act). This unbalanced approach made for extremely shallow and unconvincing argumentation.</p>
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<p><b>Question 11</b>  <b>'Given how unpredictable the world is, it is pointless to plan for the future.'</b> Comment.</p> <p><b>Analysis of Keywords</b></p> <p>1. How unpredictable:          need to articulate the reasons as to why the world today is unpredictable; unpredictable in what sense? In what particular domains?</p> <p>2. Pointless:          the idea that it is of no worth and value; magnitude of this word needs to be captured in the line of reasoning</p> <p>3. Plan for the future:          what are some of the reasons as to why people plan for the future? Who will be interested in planning for the future? Who are these stakeholders?</p> <p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>The topic sentence needs to capture the reason as to why the world is unpredictable or the characteristics of the world that give rise to this volatility.</li> <li>This line of reasoning will then need to be linked to what is the value of planning for the future.</li> <li>Candidates need to show an assessment of the value of planning and one way by which this can be done is via the articulation of the consequences should there be planning or no planning.</li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>Candidates only discuss about how unpredictable the world is but there is no attempt to link this to the value of planning for the future or vice versa.</li> <li>Mere description of a volatile, uncertain, complex and ambiguous world but no articulation of any line of reasoning.</li> </ul>	
<p><b>Possible stand 1:</b>  <b>Given how unpredictable the world is, it is largely pointless to plan for the future</b></p> <p><b>TS1:</b> The anthropocentric world we live in have effected changes on such an unprecedented scale that the planned for eventualities do not materialize, resulting in the ineffective use of resources.</p>	<p><b>Possible stand 2:</b>  <b>Given how unpredictable the world is, there is largely still value in planning for the future</b></p> <p><b>TS1:</b> Even if the planned for eventuality does not materialize, planning allows for the mobilization and utilization of resources to deal with other possible emergencies.</p> <p>E.g. Japan is a leading example of disaster-risk reduction and readiness. One of their key missions</p>

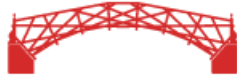


<p>E.g. Singapore currently stockpiles a three-month supply of rice by requiring importers to import a minimum of 50 tonnes every month and to maintain two months' worth of imports in government warehouses for up to a year. However, such national-level measures can be costly, and are vulnerable to factors such as volatility in the prices of production inputs, availability of land, labour and capital, environmental hazards, trade policies of exporting countries, the import capacity of a country, and even losses from spoilage. The Philippines made international headlines in 2011 when a local non-governmental organisation reported that 500,000 tonnes of rice were rotting in government warehouses due to poor management.</p> <p><b>TS2: Excessive planning in an uncertain world reduces the ability to react swiftly and decisively to sudden changes.</b></p> <p>E.g. In less than a decade, Nokia emerged from Finland to lead the mobile phone revolution. It rapidly grew to have one of the most recognisable and valuable brands in the world. At its height, Nokia commanded a global market share in mobile phones of over 40 percent. While its journey to the top was swift, its decline was equally so, culminating in the sale of its mobile phone business to Microsoft in 2013. Nokia's mobile phone story exemplifies a common trait we see in mature, successful companies: Success breeds conservatism and hubris, which, over time, results in a decline of the strategy processes leading to poor strategic decisions. Where once companies embraced new ideas and experimentation to spur growth, with success they become risk averse and less innovative in their planning. As a result, excessive planning leads to companies being less nimble to adapt to the sudden changes that is the new norm today.</p>	<p>includes raising awareness on natural disasters to educate people to better protect their lives. As the focal point, schools implement courses, which educate people on disaster causes, consequences and how to prepare for and respond to the impacts of hazards. By making this information readily available and easy to understand, communication becomes smoother, and individuals increase their chances of survival. Even if there are no immediate disasters, this constant vigilance is important to prepare for other unplanned contingencies.</p> <p>e.g. Brexit: We do not know when exactly it will happen, or what form it will take, but countries need to start planning anyway.</p> <p><b>TS2: Even in an unpredictable world, there is still a need to plan in order to ensure that sacrosanct basic human rights and needs continue to remain inviolate for posterity.</b></p> <p>E.g. Sensitive to the current impetus for sustainable environmental outcomes, municipalities in the United States seeking to demonstrate they are "green" are looking beyond environmental metrics. Sustainable environmental outcomes encompass the effective application and utilization of all public resources—natural, human, economic and technological—to improve service delivery and create sustainable outcomes in municipal operations and programs. Pend Oreille Public Utility District (PUD) took an all-encompassing view in project planning—from addressing the environmental impacts to using the latest technology to maintain peak efficiency. In addition to maintaining nine community drinking water systems providing potable water to 590 homes, the district maintains a wildlife management area: fish-passages, a trout habitat restoration area and natural resource management for minimal erosion and low impact on wildlife. This version of environmental stewardship ensures that there will still be a future for posterity.</p>
<p><b>Marker comments</b></p> <ul style="list-style-type: none"><li>This was another question that was not very popular among the cohort. The weaker candidates who attempted this question often made contradictory arguments regarding the value of planning in an unpredictable world. This may be due to poor attempts to demarcate the parameters of each ideas or the poor use of language.</li></ul>	

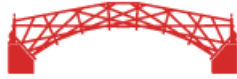


- Some candidates questioned the underlying premise of the question and argued that the world today is in fact, not unpredictable. This is an example of a very poor analysis of the question and these candidates naturally did not do well for this question.
- The better candidates were able to clearly articulate the reasons as to why in an unpredictable world, there is still value to plan or not plan for the future. The idea of "pointless", of how there is no worth, was often well addressed in their responses and well substantiated by a wide range of examples across domains and societies.
- Students may well point out that unpredictability does not preclude macro-trends that could help us plan for the future; students could also point out that there are different senses in which the world may be unpredictable (i.e. individual events may be unpredictable, but broad patterns may be much less unpredictable)

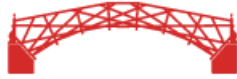
<p><b>Question 12</b>  <b>'Technology is the most effective solution to environmental problems today.' How far do you agree?</b></p> <p><b>Analysis of Keywords</b>  <b>Most effective solution -</b>          Compare between technology and at least 2 other types of solutions (international cooperation, government policies, non-governmental organizations, individual efforts); alternatively, student can show that technology is the ONLY real solution (<u>although comparison here is not explicitly done, the inadequacies of alternative solutions are implied</u>)</p> <p><b>Technology</b> - use of scientific solutions to address env problems (e.g. fuel efficiency tech, green tech, etc.)</p> <p><b>Environmental Problems today</b> - Climate change, global warming, different types of pollution, noise pollution</p> <p><b>Question Requirements</b></p> <ul style="list-style-type: none"> <li>• A comparison between technological solutions to environmental problems and other sorts of solutions has to be made.</li> </ul> <p><b>Implicit comparison is possible as an approach</b></p> <ul style="list-style-type: none"> <li>• Students could bring in other solutions but mention that technology is fundamental to the success of <u>these other solutions</u>.             <ul style="list-style-type: none"> <li>○ "Technology being the only solution...."</li> <li>○ "Technology is the cornerstone of other solutions..."</li> </ul> </li> </ul> <p><b>Possible Pitfalls:</b></p> <ul style="list-style-type: none"> <li>• Students <b>totally</b> do not compare technology with other solutions (i.e. only technology is evaluated as a solution without implied or explicit comparison to other solutions).</li> </ul>	
<p><b>Possible stand 1:</b>  <b>Technology is not the most effective solution.</b></p> <p>TS1: Social campaigns and activism is a ground-up movement which rallies individuals to take action to fight climate change through creating awareness and persuading people to change their consumption patterns, eating habits and lifestyle one person at a time. This is a slow but sure method in dealing with the fundamental causes of environmental problems instead of technological solutions are merely a response to tackle the symptoms. In</p>	<p><b>Possible stand 2:</b>  <b>Technology is the most effective solution.</b></p> <p>TS1: Green technology and renewable forms of energy will serve as practical options to replace existing practices which are not sustainable and practical since ongoing activism online or offline to reduce consumption has not seen much results as it is idealistic to think creating awareness can change human behaviour.</p> <p>E.g. Unfortunately, skipping straws might not be enough to stop marine pollution. An estimated 8</p>



<p>fact, such movements are the ones that gave rise to technological and scientific research for alternatives that are more environmentally sustainable.</p> <p>E.g. The Zerowaste movement, which is to create as little garbage as possible, is gaining traction in different countries and the demand has given rise to zero-waste businesses Zero-waste stores in Germany (Original Unverpakt), Austria (Lunzers), Spain (Granel), Italy (Effeccorta), the UK (The Zero Waste Shop). Similarly, many have jumped on to the anti-straw bandwagon and stopped using straws or replacing it with metal ones. (<a href="https://www.vox.com/the-goods/2019/1/28/18196057/zero-waste-plastic-pollution">https://www.vox.com/the-goods/2019/1/28/18196057/zero-waste-plastic-pollution</a>)</p> <p>e.g. In response to the plastic waste crisis, Bakery's, an Indian cutlery company created the edible cutlery. The utensils are made mostly with millet. The vegan edibles come in three different flavours — plain, sweet, and spicy — and have a shelf life of about three years. If users don't feel compelled to eat their cutlery at the end of their meal, the spoons and forks will naturally decompose within four to five days — if they're not eaten by an animal first. But the edible cutlery cannot be reused. (<a href="https://www.cbc.ca/news/technology/bakeys-edible-cutlery-1.4763171">https://www.cbc.ca/news/technology/bakeys-edible-cutlery-1.4763171</a>)</p> <p>e.g. The rise of veganism is also people's response to reduce the real threat of livestock farming. When there is a greater awareness of how the livestock sector is one of the most significant contributors to environmental degradation, there are more vegan converts. The demand for more vegan options increased the number of vegan food businesses and vegan menus. In fact, this drove the research for plant-based meat that gave rise to the Impossible Burger or Beyond Burger. (<a href="https://www.theguardian.com/lifeandstyle/2018/apr/01/vegans-are-tomorrow-millennials-health-climate-change-animal-welfare">https://www.theguardian.com/lifeandstyle/2018/apr/01/vegans-are-tomorrow-millennials-health-climate-change-animal-welfare</a>)</p> <p>TS2: Government policies and laws are more effective than technological solutions because they can be implemented in a timelier manner given the urgency of dealing with environmental problems. They tend to be less costly, more fool-proof and more clear-cut compared to technological solutions which can be complex and unpredictable.</p>	<p>million tonnes of plastic trash enter the ocean every year, and plastic straws make up only a very small percentage of it. China, Indonesia, the Philippines, Vietnam and Sri Lanka were ranked as the top five producers — out of 192 countries — of mismanaged plastic waste in 2010. In Singapore, Singapore's solid waste disposal infrastructure consists of four waste-to-energy plants where the heat from the combustion generates superheated steam in boilers, and the steam drives turbogenerators to produce electricity. Tapping on technology, Singapore is able to manage the waste and prevent causing additional damage to the marine life and in fact, created a sustainable model energy source from waste. (<a href="https://www.channelnewsasia.com/news/singapore/skipping-plastic-straws-might-not-stop-marine-pollution-10555340">https://www.channelnewsasia.com/news/singapore/skipping-plastic-straws-might-not-stop-marine-pollution-10555340</a>) (<a href="https://www.nea.gov.sg/our-services/waste-management/waste-management-infrastructure/waste-to-energy-and-incineration-plants">https://www.nea.gov.sg/our-services/waste-management/waste-management-infrastructure/waste-to-energy-and-incineration-plants</a>)</p> <p>TS2: International cooperation has proven time and again to fail due differing national interests that can never be reconciled; hence, technology offers the most objective, logical and viable means to tackle mega problems like water pollution and air pollution and global warming.</p> <p>E.g. U.S. President Donald Trump withdrew from the Paris agreement in 2017, saying the accord would have cost America trillions of dollars, killed jobs, and hindered the oil, gas, coal and manufacturing industries. (<a href="https://www.cnbc.com/2018/07/10/i-sincerely-hope-that-the-us-will-come-back-says-ban-ki-moon.html">https://www.cnbc.com/2018/07/10/i-sincerely-hope-that-the-us-will-come-back-says-ban-ki-moon.html</a>)</p> <p>e.g. Bill Gates' Reinvent the Toilet campaign has seen results using technologies create sustainable smaller-scale waste-treatment plant so as to prevent further pollution of water. (<a href="https://www.businessinsider.sg/bill-gates-wants-world-to-move-past-flush-toilets-2018-11/?r=US&amp;IR=T">https://www.businessinsider.sg/bill-gates-wants-world-to-move-past-flush-toilets-2018-11/?r=US&amp;IR=T</a>)</p> <p>TS3: The nature of technological solutions is that it is meant to target specific problems and be tailor-made to deal with it directly whereas government initiatives and policies, particularly in less developed countries, hardly work due to poor enforcement.</p> <p>E.g. According to the World Health Organisation, 1.6 million people die each year from diarrhoeal diseases attributable to lack of safe drinking water as well as basic sanitation. Researchers in India have come up with a solution to this perennial problem with a water</p>
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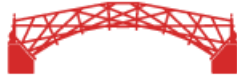


<p>E.g. Taiwan announced ban on all single-use plastic bags, straws and utensils in phases by 2030. Despite the implications on businesses, such bans will push individuals to be innovative and also eventually get used to live without the convenience of single-use plastic and lead a sustainable lifestyle. This is a more straightforward solution as opposed to doing further research on biodegradable plastic options which tend to be confused with compostable or oxo-degradable plastic. All of them have different characteristics and plastics termed 'biodegradable' has proven to persist in the environment. <a href="https://www.globalcitizen.org/en/content/taiwan-ban-on-plastic-bags-straws-utensils-contain/">(https://www.globalcitizen.org/en/content/taiwan-ban-on-plastic-bags-straws-utensils-contain/)</a> <a href="https://environmentjournal.online/articles/public-warned-not-to-confuse-compostable-and-biodegradable-bags/">(https://environmentjournal.online/articles/public-warned-not-to-confuse-compostable-and-biodegradable-bags/)</a></p> <p>e.g. Technological solutions such as nuclear power as an alternative source of energy has proven to be unstable and to have caused unprecedented damage which was beyond calculation and prevention. <a href="https://www.world-nuclear.org/information-library/safety-and-security/safety-of-plants/fukushima-accident.aspx"> (https://www.world-nuclear.org/information-library/safety-and-security/safety-of-plants/fukushima-accident.aspx)</a></p> <p>TS3: International cooperation is definitely going to create greater changes due to the combined efforts of many countries as opposed to technological solutions which tend to only be accessible by countries who are rich enough.</p> <p>E.g. At COP 21 in Paris, on 12 December 2015, Parties to the UNFCCC reached a landmark agreement to combat climate change and to accelerate and intensify the actions and investments needed for a sustainable low carbon future. The Paris Agreement builds upon the Convention and – for the first time – brings all nations into a common cause to undertake ambitious efforts to combat climate change and adapt to its effects, with enhanced support to assist developing countries to do so. As such, it charts a new course in the global climate effort. <a href="https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement"> (https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement)</a></p> <p>e.g. For developing countries, the most obvious and widely publicized barrier to renewable energy is cost—specifically, capital</p>	<p>purification system using nanotechnology. The technology removes microbes, bacteria and other matter from water using composite nanoparticles, which emit silver ions that destroy contaminants. "Our work can start saving lives," says Prof Thalappil Pradeep of the Indian Institute of Technology Madras. "For just \$2.50 a year you can deliver microbially safe water for a family." It is a sign that low-cost water purification may finally be round the corner – and be commercially scaleable. <a href="https://www.theguardian.com/sustainable-business/new-water-technologies-save-planet"> (https://www.theguardian.com/sustainable-business/new-water-technologies-save-planet)</a></p> <p>e.g. Residents of the Pearl River Delta have been shocked recently to hear reports that more than half of the waterways in Shenzhen, the most developed city in Guangdong, are black, polluted and smelly. This is despite 30 billion yuan (HK\$38 billion) spent since 2000 on an official campaign to restore the city's long-suffering rivers. <a href="https://www.scmp.com/news/china/article/1596367/shenzhen-losing-its-fight-against-pollution-main-rivers"> (https://www.scmp.com/news/china/article/1596367/shenzhen-losing-its-fight-against-pollution-main-rivers)</a></p>
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<p>costs, or the upfront expense of building and installing solar and wind farms. Like most renewables, solar and wind are exceedingly cheap to operate—their “fuel” is free, and maintenance is minimal—so the bulk of the expense comes from building the technology. (<a href="https://www.uccusa.org/clean-energy/renewable-energy/barriers-to-renewable-energy">https://www.uccusa.org/clean-energy/renewable-energy/barriers-to-renewable-energy</a>)</p>	
<p><b>Marker comments</b></p> <ul style="list-style-type: none"><li>• This was a popular question. Many students probably thought they have examples on technological solutions to environmental problems and have sufficient information to tackle this question.</li><li>• However, most of the students, unfortunately, treated the question as “To what extent is technology effective at solving environmental problems?”</li><li>• Students tried to use limitations of technology to prove that technology is not the most effective solution. They failed to see that even if a solution has limitations, it could still be the most effective. They did not do well because they failed to bring in any other types of solutions to compare with technology.</li><li>• Others tried to prove that it is not the most effective because technology is dependent on government policies or other factors. Some credit is given but it still does not show it is not the most effective. This type of arguments is addressing a different question - “Technology is the key to solving environmental problems.”</li><li>• Examples provided can be quite problematic. Some of them tried to prove effectiveness by showing what the solutions <u>can</u> potentially do without realizing that it’s insufficient to show real outcomes. Others tried to prove effectiveness by dropping random statistics that cannot be verified.</li><li>• Better scripts would have had the student evaluating comparative effectiveness (whether implicit or explicit comparison) of technology vs other solutions. Stronger scripts should compare using different criteria for comparison such as sustainability, long-term versus short-term effects, the reach/significance of outcome, and engagement of root causes. Stronger scripts would also unpack environmental problems and go beyond just talking about climate change. Additionally, such scripts would explore a range of traits/characteristics of technology.</li></ul>	





	<p><u>Purpose of clothing</u></p> <p>c) The poor saw clothes as <b>something they needed/purely functional</b> whereas the rich wore clothes to <b>display/show off</b> their affluence/social background.</p> <p>Note: Wealth, status can be lifted because it is not part of the answer</p>	<p>Accepted for (c):</p> <ul style="list-style-type: none"> <li>- The poor saw clothing as a basic need</li> </ul> <p>Not accepted for (c):</p> <ul style="list-style-type: none"> <li>- Wearing clothes is compulsory</li> <li>- A way to show social well-being</li> </ul>
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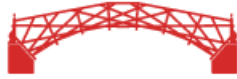
3. In paragraph 3, the author says that 'clothes reflected the major changes that society undergoes'.

a. Identify the two major changes the author raises. [1]

From passage	Suggested answer	Remarks
<p>In fact, clothing has often reflected the major changes that society undergoes.</p> <p><b>When non-western societies came under the rule of a colonial master...</b></p> <p><b>With the rise of women's movements</b>, the strict code of femininity that had always been imposed were rejected.</p>	<ol style="list-style-type: none"> <li>1. When non-western societies came under the rule of a colonial master</li> <li>2. Rise of the women's movement/feminism</li> </ol> <p>Note: Do not accept specific e.g. as they should only be found in part b</p>	<p>Not accepted:</p> <ul style="list-style-type: none"> <li>- British colonial rule in India (cannot accept specific e.g.)</li> <li>- Westernisation of societies (no context of colonialism)</li> <li>- Defiance of patriarchal standards (identify wrong part of the text)</li> </ul> <p>Accepted:</p> <ul style="list-style-type: none"> <li>- Colonisation</li> <li>- Gender revolution</li> </ul>

b. How did clothes reflect these changes? Use your own words as far as possible. [2]

From passage	Suggested answer	Remarks
<p>In fact, clothing has often reflected the major changes that society undergoes.</p> <p>When non-western societies came under the rule of a colonial master, they were forced to accept, among other things, the western style of clothing. For instance, the <b>British colonial administration in India forbade</b> women from wearing their traditional clothing and <b>demanding that they wear</b> jackets like the English would. By the time</p>	<p>a) <u>Colonial rule was reflected by</u></p> <p><b>the British disallowing Indian women from wearing the sari/forcing them to wear western clothing.</b></p> <p>Note: context of the British and Indian women must be present</p> <p>OR</p> <p><b>Indian women now adopting/accepting western</b></p>	<p>Not accepted for (a):</p>



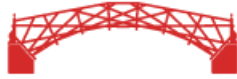
<p>of Indian independence in 1947, the "too-sexy" sari had given way to long-sleeved blouses and petticoats, which were seen as an indication of a civilised society. <b>With the rise of women's movements</b>, the strict code of femininity that had always been imposed was rejected. Clothing became the feminists' tool, as they refused to be subject to the restrictive corset and the voluminous folds of fabric that hindered the slightest movement any longer, signifying their defiance of patriarchal standards that had dictated their appearance for far too long.</p>	<p>dressing/ wearing western clothing instead of the sari</p> <p>Note: idea of 'given way to' has to be reflected, Indian women must be present</p> <p>b) <u>The rise in women's power was reflected by</u></p> <p>women rejecting clothing that prevented them from moving freely</p> <p>OR</p> <p>Women not wearing clothing that men made them wear/suited men's interests/ suited what men liked</p>	<ul style="list-style-type: none"> <li>- Indian women wearing clothes from the West (no idea of change)</li> </ul> <p>Accepted for (a):</p> <ul style="list-style-type: none"> <li>- Indian women choosing to wear western clothing</li> </ul> <p>Not accepted for (b):</p> <ul style="list-style-type: none"> <li>- Anything that makes corsets or amount of fabric the subject. Subject must be clothing.</li> </ul> <p>Not accepted for (b):</p> <ul style="list-style-type: none"> <li>- Women rejected clothes society forces them to wear (doesn't reflect understanding of 'patriarchal')</li> </ul>
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4. What is the author implying about the British colonial authority by writing "too sexy" in inverted commas? [1]

From passage	Suggested answer	Remarks
<p>By the time of Indian independence in 1947, the "too sexy" sari had given way to long-sleeved blouses and petticoats, which were seen as an indication of a civilised society.</p>	<p>She is implying that that the British are prudish/ conservative</p> <p>OR</p> <p>not accepting/ignorant of local customs/traditions.</p> <p>Note: 'too' conservative not necessary</p> <p>Answer must be an assessment of the British themselves (and should not have a positive connotation), not what they think about the sari</p>	<p>Not accepted:</p> <ul style="list-style-type: none"> <li>- The author is implying that the British feels that the sari is too revealing</li> <li>- It implies that the British are using it as an excuse to force Indian women to change their clothing.</li> <li>- The British are unreasonable</li> <li>- Did not understand the cultural significance of the sari</li> </ul> <p>Accepted:</p> <ul style="list-style-type: none"> <li>- Too strict (about clothing)</li> </ul>

5. What does the author mean by 'resisted as tools of subjugation' (line 26)? [2]

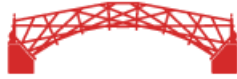
From passage	Suggested answer	Remarks
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<p>Conversely, items of clothing were also <b>resisted as tools of subjugation</b>. With the rise of women's movements, the strict code of femininity that had always been imposed was <b>rejected</b>. Clothing became the feminists' tool, as they <b>refused</b> to be <b>subject to</b> the restrictive corset and the voluminous folds of fabric that hindered the slightest movement any longer, signifying their <b>defiance</b> of patriarchal standards that had <b>dictated</b> their appearance for far too long.</p>	<p>The author means that some types of clothing (necessary subject)</p> <p>a) were <b>opposed/fought against</b> by women [1]  b) because they were used to <b>oppress/control women</b>. [1]</p> <p>Note: For (a), do not accept 'rejected' as it does not convey the same degree as 'resisted'</p> <p>No subject = 0m</p>	<p>Not accepted for (a):</p> <ul style="list-style-type: none"> <li>- Women decided not to wear</li> <li>- Refused to wear</li> </ul> <p>Not accepted for (b):</p> <ul style="list-style-type: none"> <li>- Clothing society said they must wear (does not capture 'subjugation')</li> <li>- Clothing that men said they have to wear (no degree captured)</li> </ul> <p>Accepted for (b):</p> <ul style="list-style-type: none"> <li>- Clothing men forced women to wear</li> <li>- Restrict women's freedom</li> <li>- Used as a way to impose/force male standards on women</li> </ul>
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6. Explain what the author means by 'token of solidarity' (line 37)? [2]

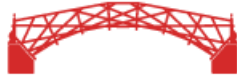
From passage	Suggested answer	Remarks
<p>In the post-WWII era, it was a symbol of rebellion, aligned with the cowboys of old, and in the 1960s hippie era, apart from representing freedom from more structured clothing, protesting <u>college students began wearing them as a token of solidarity with the working class</u> who were most affected by racial discrimination and the Vietnam War draft. What's more, they were also an equalizing force as they were mass produced and made accessible to almost everyone.</p>	<p>The author means that <u>college students wearing jeans</u> (necessary subject)</p> <p>a) was a small/ simple way/ a symbol/ representation/ sign [1]  b) of unity <u>with the working class</u> [1]</p> <p>Wrong/No subject = 0m</p>	<p>Not accepted for (a)</p> <ul style="list-style-type: none"> <li>- demonstrate/ an indication of/ show their unity...</li> </ul> <p>Accepted for (b):</p> <ul style="list-style-type: none"> <li>- to support/ empathise with</li> </ul> <p>Not accepted for (b):</p> <ul style="list-style-type: none"> <li>- sympathise with</li> <li>- show allegiance to</li> <li>- poor people (for working class)</li> </ul> <p>E.g. The author means that wearing jeans represents the college students' unity with the working class. (2m)</p> <p>Accepted for (a+b):</p> <ul style="list-style-type: none"> <li>- A simple way to demonstrate unity with the working class</li> </ul>



		- a symbol of unity with the working class
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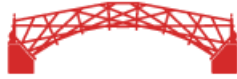
7. Explain the author’s use of the three dots (...) in line 40. [1]

From passage	Suggested answer	Remarks
Today, jeans come in all shapes and sizes – skinny, baggy, bell-bottom, high-waisted... <b>there’s something for everyone,</b> and its history tells a clear story of how clothing can be a powerful symbol for individuals.	<p>The author wants to highlight the endless list of <b>jeans types/designs</b></p> <p>OR</p> <p>The author is highlighting that there are <b>more types of jeans not mentioned</b> here.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>- Jeans must be specified.</li> </ul>	<p>Accepted:</p> <ul style="list-style-type: none"> <li>- Long list</li> <li>- Large variety</li> <li>- Many types of jeans</li> <li>- More types of jeans not listed by the author</li> <li>- List is not exhaustive</li> <li>- The author cannot finish listing the types of jeans</li> </ul>



8. What does the author want us to understand by the series of questions in brackets in paragraph 7? [1]

From passage	Suggested answer	Remarks
In addition, those who are unaware of the origins of their clothing (Is it made of organic cotton? Was child labour employed? Did any communities benefit from its making?) have been subject to criticism.	He wants to highlight... <u>Nature of the problem</u> ...the <b>ethical concerns</b> surrounding choice of clothing ... the <b>social issues</b> surrounding choice of clothing ... the <b>complexity</b> of the problems surrounding clothing <u>Quantity of problem</u> ... <b>the many problems</b> associated with clothing ... the <b>many negative effects</b> from production of clothing  Note: Answer must include the context of choice/production of clothing AND <u>the problems</u> associated with it	Accepted: <ul style="list-style-type: none"><li>- Clothes may have a long string of impacts to other parties (quantity)</li><li>- Many things people need to consider about the origin of clothing before buying clothes</li></ul> Not accepted: <ul style="list-style-type: none"><li>- There are underlying issues with clothing that we are unaware of (no conclusions drawn from the questions)</li><li>- There are possible factors/issues that we should consider when buying clothes (no nature or quantity)</li><li>- There are potential issues with origins of clothing</li></ul>

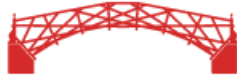


9. What examples does the author use to support his statement regarding fashion “masking a hidden hypocrisy” (lines 83-84)? **Use your own words as far as possible. [2]**

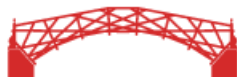
From passage	Suggested answer	Remarks
<p>As the debate heats up, it can only get more complicated and more problematic, and <b>masks a hidden hypocrisy that exists among us all</b>. Fashion companies that lack <b>plus-size lines</b> are routinely criticised for their <b>lack of inclusivity</b>, with <b>empty threats from consumers to boycott brands</b> that do not heed their protests. Millennials who have <b>jumped on the environmental bandwagon</b> have also <b>made a big deal</b> of choosing <b>sustainable materials</b>, yet are still as <b>susceptible to fast fashion</b> as their predecessors, <b>buying cheap</b> clothing and <b>quickly throwing them away after a few wears</b> to make room for more.</p>	<p>A1) Consumers say they will stop buying products from clothing companies who do not cater to people of all sizes.</p> <p>A2) but do not really do it/ but they still buy from them [1]</p> <p>B1) And millennials (necessary subject) who are vocal about being environmentally friendly.</p> <p>B2) but still indulge in consumerism</p> <p>OR</p> <p>But still purchase low-cost clothing and dispose of them soon after [1]</p> <p>Note (b): Students must either paraphrase “fast fashion”, or paraphrase with detail “buying cheap clothing and quickly throwing them away”.</p> <p>Note: Answer must demonstrate understanding of ‘hypocrisy’</p>	<p>Accepted for (B1): - Young people/ youth</p> <p>Not accepted for (B1): - People</p> <p>Accepted for (B2) - (fast fashion) → Still do not actually change their buying habits. - (paraphrase with detail) → But they purchase low-priced clothing and discard them soon after</p>

10. Why does the author use the phrase “you’re damned if you do, and damned if you don’t” (lines 91-92)? **Use your own words as far as possible. [1]**

From passage	Suggested answer	Remarks
<p>Ultimately, the usual refrain that “I don’t know what to wear” has never been more true today, but not in the way that you would expect. Today, when it comes to clothing choices, you’re damned if you do, and damned if you don’t. When every decision you make</p>	<p>The author uses it to emphasize the fact that any clothing choice you make will offend someone.</p> <p>OR</p> <p>The author is trying to highlight the fact that even if you try to</p>	<p>Not accepted: - Whether you wear clothes or not - No matter what you wear there will be critics</p> <p>Accepted:</p>



<p>invites <b>inevitable criticism</b>, you would not be alone in wishing for a return to the simple days of the hominin where our relationship with clothing was straightforward – protection from the elements, with little to no symbolic meaning.</p>	<p>make the right <u>clothing choice</u>, you can still be condemned.</p> <p>Note: Must mention context of clothing choice</p>	<p>- The author wants to show that the issue of making clothing choices is extremely complex.</p>
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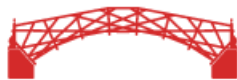


11. Using material from paragraphs 5 to 7, summarise what the author has to say about the benefits of clothing to individuals and societies, and the issues associated with it.

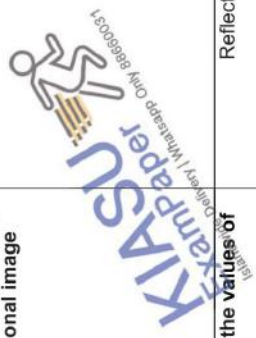
Write your summary in **no more than 120 words**, not counting the opening words which are printed below. **Use your own words as far as possible.**

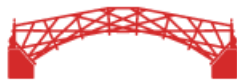
*Clothing is beneficial to individuals as it ...*

TEXT	BANNED WORDS	PARAPHRASE	REMARKS
<b>Benefits of clothing to individuals and societies</b>			
A. ... <b>mirror on the outside who they are on the inside.</b>	Mirror Outside Inside	Helps to reflect the <b>hidden</b> identity of the person/ who they <b>really are/ their inner/ true/ authentic</b> self	X Show who they are
B. These visual clues not only <b>provide a confidence boost for the wearer,</b>	Confidence Boost	Wearer feels <b>more</b> sure of themselves/ has <b>increased</b> self-esteem/ self-worth/ <b>more</b> self-assured/ <b>more</b> affirmed in their identity	Note: Idea of 'boost' must be captured for point to be awarded.
C. but also helps others <b>be more sensitive to their preferred identity.</b>	Sensitive	(inferred point) Others can be <b>more</b> understanding/ respectful of the wearer ('s chosen identity)	Note: Idea of 'more' must be captured. ✓ Identity → chosen gender



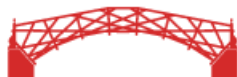
<p>D. ... Uniforms take away <b>class segregation</b></p>	<p>Class segregation</p>	<p><u>Uniforms</u> (necessary subject) removes <b>social distinctions/economic</b> differences   <small>Note: As long as subject of uniforms is present in D or E, can award for both. If not present at all, both cannot be awarded.</small></p>	<p>X Removes distinctions  X Removes hierarchy   ✓ Unite people of different social status</p>
<p>E. <u>clothing as in a uniform</u> takes away ... the <b>discrimination</b> that wearing our own clothes might bring.</p>	<p>Discrimination</p>	<p><u>Uniforms</u> (necessary subject) removes bias/ treat people more equally/ prevents prejudice</p>	<p>X Greater acceptance in society  X Treat people fairly  ✓ Remove the chance of being ostracised</p>
<p>F. Corporations too have recognised the benefits of dressing alike... to <b>enhance their professional image</b></p>	<p>Enhance   Professional image</p>	<p>Companies (necessary subject) <b>improve</b> how they are seen/ make themselves <b>look better/ improve</b> their standing/status/ make them look <b>more</b> credible through the use of <u>uniforms</u>   <small>Note: As long as subject of companies AND uniforms is present in F or G, can award for both. If not present at all, both cannot be awarded.</small></p>	<p>Idea of 'enhance' must be captured  X Allows workers to improve their credibility (focus is on workers' image, not company's image)</p>
<p>G. and to <b>reflect the values of the company</b></p>	<p>Reflect   Values</p>	<p>Show what is important to the company/ demonstrate the beliefs/principles of the <u>company</u>/ what the <u>company</u> stands for through the use of <u>uniforms</u></p>	<p>X Morals, qualities/characteristics of the company  ✓ Ideology, mottos</p>



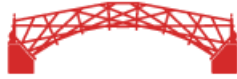


<p>H. a positive way to <b>project</b> one's <b>national identity</b> to the <b>international community</b>.</p>	<p>Project National identity International community</p>	<p>Demonstrate distinctiveness of one's country on a global platform/ Show who they are as a country to the world  Note: 'identity' must be unpacked</p>	<p>X Present their country to the world (does not unpack "national identity") ✓ Present their country's culture/heritage/traditions to the world</p>
<p>I. Participants representing their countries at international events use it to <b>demonstrate patriotism</b></p>	<p>Demonstrate Patriotism</p>	<p>Display pride for their country</p>	<p>✓ Show love/loyalty/support for their country</p>
<p>J. Contestants' outfits are regularly seen as a way to display what is <b>most valuable</b> about their respective cultures.</p>	<p>Valuable</p>	<p>Display the <b>most</b> significant/meaningful/important/worthwhile/treasured traits of the country</p>	<p>Idea of 'most' must be captured ✓ Most unique traits</p>
<p>K. ... clothing has been modernised for everyday use and is a way of <b>keeping culture alive</b>.</p>	<p>Alive</p>	<p>Clothing helps one's culture to remain relevant</p>	<p>Allow for lift of 'culture' ✓ Culture → heritage, tradition ✓ Preserve/ sustain heritage</p>
<p>L. Other people have made use of clothing to <b>call attention</b> to <b>social issues</b>, such as gender, politics, the environment, and so on.</p>	<p>Call attention Issues</p>	<p>Raise awareness of problems in today's world  Note: - Answer must reflect idea of society or the world today</p>	<p>X Raise awareness of problems (does not reflect 'social issues') X Tackle social problems (this is about taking action, not raising awareness)</p>





<p>O. In addition, those who are unaware of the origins of their clothing (Is it made of organic cotton? Was child labour employed? Did any communities benefit from its making?) <b>have been subject to criticism.</b></p>	<p>Subject to criticism</p>	<p>People who are not socially conscious of their choices (necessary subject) are condemned/ judged</p>	<p>include outsiders wearing traditional clothes)</p> <p>X Insensitive about the origins of their clothing          X Criticism → Looked down on by others</p> <p>✓ Ignorant about their origins of their clothing</p>
<p>P. Moreover, because clothing is so highly symbolic today, <b>telling others what they can or cannot wear is seen as an infringement on personal rights.</b></p>	<p>Infringement          Personal</p>	<p>Imposing restrictions on clothing/forcing people to wear certain things is considered a violation of individual freedom/ choice.</p>	<p>Allow for lift of 'rights'</p> <p>X Violation of human rights (specific meaning)</p>
<p>Q. In this way, what you wear (or don't wear) often <b>invites unwanted commentary.</b></p>	<p>Invites          Unwanted          Commentary</p>	<p>Wearers are often subjected to <b>uninvited/unsolicited</b> criticisms on their clothing</p>	<p>Idea of 'unwanted' must be captured</p> <p>✓ Unnecessary</p>
<p>R. and can become a <b>divisive force</b></p>	<p>Divisive          Force</p>	<p>Can cause disharmony/ split society</p>	<p>✓ Can cause segregation          ✓ Can undermine unity</p>
<p>S. In other instances, dressing in a way that is not acceptable to the majority <b>can subject the wearer to abuse...</b></p>	<p>Subject          Abuse</p>	<p>People who dress outside the <u>norm</u> (necessary subject) can become a target of violence/ aggression</p>	<p>✓ Dressing outside the norm can lead to the person being harmed/harassed</p>



**Dr.Kenny Education**

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Points	Marks
1-2	1
3-4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14+	8

